DOCUMENT RESUME

ED 114 800 CS 002 253

AUTHOR	Blake, Sallie M.
TITLE	Developing the Leadership Role: A Resource Book for Principals.
INSTITUTION	Bank Street Coll. of Education, New York, N.Y.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Right to Read Program.
PUB DATE	74
GRANT	OEG-0-73-5169
NOTE	138p.
EDRS PRICE	MF-$0.76 HC-$6.97 Plus Postage
DESCRIPTORS	Administrator Evaluation; *Administrator Guides; *Administrator Responsibility; Educational Responsibility; Elementary Secondary Education; *Leadership Qualities; Leadership Responsibility; *Principals; *Reading Instruction; Role Models; School Administration; Staff Improvement; Staff Role
IDENTIFIERS	*Right to Read

ABSTRACT

This book is designed primarily for principals in Right to Read programs and elsewhere, as both a theoretical description of competencies required for educational leadership and as a practical handbook for implementing leadership functions. The volume utilizes the interviews and self-analyses of 36 principals who participated in the Bank Street Right to Read Program, as first hand resources for the delineation of competencies required for enacting the leadership role in enabling adults to develop an effective reading environment in the school. The competencies identified by the principals are in the areas of staff development, leadership roles and relationships, and parent/community interaction. Each of these areas is discussed in the various chapters, in which are also listed resources and references for implementing and enacting the programmatic and administrative aspects. Six different self-rating instruments are placed in the appropriate chapters. The appendix offers a selective list of books and periodicals which are representative of the kinds of reading materials one might expect to find in the principal's bookcase. (TS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

DEVELOPING THE LEADERSHIP ROLE

A RESOURCE BOOK FOR PRINCIPALS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Written and Designed

by

SALLIE M. BLAKE

Introduction by Hyman Wolotsky

Illustrated by Seymour Reit

A publication of the Bank Street/Right to Read Administrative Leadership Program -- a leadership development program conceptualized by RUTH LOVE HOLLOWAY, GORDON J. KLOPF, and HYMAN WOLOTSKY.

Developed and Printed
by
The Bank Street/Right to Read
Administrative Leadership Program
Jerome R. Shapiro, Director
Under Grant #OEG-0-73-5169
Right to Read
Office of Education
U.S. Department of Health, Education, and Welfare
1974

THE BANK STREET COLLEGE OF EDUCATION

CS 002253

CONTENTS

Acknowledgments v

Introduction vii

Toward a Competency-Based Performance of the Educational Leadership Role: Self-Analysis 1

Leadership Characteristics of the Principal as Leader of a Right to Read Program: A Profile 12

A Summary of the Leadership Characteristics and Needs of the Principal as Leader of a Right to Read Program 33

Leadership Roles and Relationships 35

Parent/Community Interaction 43

Staff Development 55

Implementing Teacher Evaluation by Objectives 56

Planning Staff Development Activities to Support Teacher Evaluation by Objectives 71

Helping the Staff Develop Individual Student Assessment 80

Helping the Staff Develop an Effective Environment for Reading . . . 89

Toward a Competency-Based Performance of the Educational Leadership Role: Self-Development 100

A Note About the Bank Street/Right to Read Administrative Leadership Program 114

Appendix: The Principal's Bookcase 116

LIST OF SELF-RATING INSTRUMENTS

Right to Read Leadership Competencies for Enabling Adults to Develop an Effective Reading Environment in the School 3

Leadership Competencies for Developing Effective Parent/Community Interaction 44

Leadership Competencies for Developing Effective Program, Teacher, and Student Assessment and Evaluation 88

Leadership Competencies for Developing the Learning Environment in the School 90

Leadership Competencies for Developing Effective Plant Management and Supervision 101

Leadership Competencies for Developing Effective Financial Administration and Development 102

Principal's Log 108

ACKNOWLEDGMENTS

Since this book is intended as a resource for the school principal, it is in large part a collection of the work of others. I am particularly indebted to the staff of Bank Street's Program for the Development of the Role of the Elementary School Principal as an Educational Leader for permission to include the leadership competencies that appear on pages 44, 88, 90, 101, and 102, and the Principal's Log on pages 108-113.

I am also indebted to the following authors and publishers for permission to quote copyrighted material:

The Phi Delta Kappa Educational Foundation and Theodore Kauss for the chart "Modern Leaders" from Leaders Live with Crises, by Theodore Kauss;

The National Association of Secondary School Principals for the section "Evaluation" from Focus on the Individual--A Leadership Responsibility, by J. Lloyd Trump and Lois S. Karasik;

Learning magazine for the section "People" from Peter Madden's article "Exploring and Exploiting Your Community";

Wanda Gray for the excerpts from her article "Volunteers: Love 'Em or Leave 'Em";

United Bronx Parents for excerpts from How Good Is Your Child's School? A School Evaluation Handbook for Parents (And Students);

University Council for Educational Administration for case study descriptions from the UCEA Instructional Materials Catalog;

Information Resources, Inc., for the reproductions from The Guide To Simulations/Games for Education and Training, by David W. Zuckerman and Robert E. Horn;

The Workshop Center for Open Education for the reproduction from Reading Failure and the Tests, by Deborah Meier;

Citation Press for the reproduction from Recording Children's Progress, by Joan Dean;

Macmillan Publishing Co., Inc., for the reproduction of "Freddie," by Beverly Hannum and Seymour Reit;

The National Elementary Principal for excerpts from "Where Have All The Women Gone?" by William H. Seawell and Robert Canady.

I am also grateful to the following authors and organizations whose materials are quoted or reproduced in the text: Carl B. Smith, Barbara Carter, and Gloria Dapper; Eli M. Bower; Martha Froelich and Florence Kaiden: the Wichita Public Schools and the Richmond Public Schools.

For the photographs which appear throughout the book I am particularly indebted to James Foote: and also to Raymond Juschkus and Superior Phototech, Inc.

And to the following people whose dedication and generosity made this book happen, I owe the most sincere appreciation: Sy Reit, who drew for it: Bob Preston of Herbert-Spencer Inc., who printed it; and Hy Wolotsky, who championed it.

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

INTRODUCTION

From its inception almost six decades ago as the Bureau of Educational Experiments, Bank Street College of Education has worked with schools and school systems and trained their staffs in the field. The College has two major training divisions conducting both on-campus and field-based educational programs. The Graduate Programs Division offers degree programs for pre-service and in-service teachers, guidance personnel, and supervisors and educational leaders. The Division of Field Services and Leadership Development provides non-degree programs of in-service training and continuing development for paraprofessionals, teachers, and educational leaders. Bank Street's Right to Read Administrative Leadership Program, conducted by the Division of Field Services and Leadership Development, has been one of the continuing professional development programs for educational leaders.

Bank Street believes that effective and continuing change in the educational enterprise to improve educational opportunities for children is unrealizable unless the principals of the schools are involved in such change as educational leaders, staff developers, and knowledgeable administrators. Over the years, the College has designed a number of programs for the continuing professional education of principals. These programs have been funded by government agencies, private foundations, and industry. The thrust of the programs has been on both the development of competencies of the principal and his or her role in enabling the development of reciprocal competencies of the educational team in the school.

The Bank Street Right to Read Program has produced this resource book, DEVELOPING THE LEADERSHIP ROLE, for principals in Right to Read programs and elsewhere, as both a theoretical description of competencies required for educational leadership and as a practical handbook for implementing leadership functions. The volume utilizes the interviews and self-analyses of 36 principals who participated in the Bank Street Right to Read Program, as first hand resources for the delineation of competencies required for enacting the leadership role in enabling adults to develop an effective reading environment in the school. A profile of the Right to Read principal has been drawn from this set of leadership characteristics.

The competencies identified by the Right to Read principals are in the areas of staff development, leadership roles and relationships, and parent/community interaction. Each of these areas is discussed in the various chapters, in which are also listed resources and references for implementing and enacting the programmatic and administrative aspects. Excerpts from and samples of these resource materials are reprinted to provide the reader with some sense of their value and impact.

A thorough check of the availability of these resources and their costs was made right up to the final moment before the printing of the book. In view of the vagaries of the economic scene and ongoing inflation, it is advisable to recheck prices with publishers. Inasmuch as some publications are limited to a single printing run and may be sold out, it might be necessary to rely on library copies.

Six different self-rating instruments are placed in the appropriate chapters. They may be used as leadership guidelines towards competency-based performance or for personal self-evaluation, or for a combination of the two. They have been designed as enabling instruments: the statements are cue lines for the enactment of the leadership role.

While some of the materials utilized in the volume have been developed in Bank Street programs, others have been gathered from a wide range of sources, including schools and school systems of principals participating in the Bank Street Right to Read Program. A list of acknowledgments appears elsewhere in this volume.

This resource book can be utilized as a do-it-yourself training sequence for Right to Read principal-administrators. The training has two goals: to enable the principal to develop his or her leadership competencies in relation to individual needs and style; and to enable the principal in the role of educational leader to conceptualize and implement a Right to Read program appropriate for and meeting the needs of his or her school. Through such leadership, hopefully, Bank Street's commitment towards the improvement of educational opportunities and the "National Right to Read Effort . . . to ensure that in the next decade no American shall be denied a full and productive life because of an inability to read effectively" will be realized.

Hyman Wolotsky

TOWARD A COMPETENCY-BASED

PERFORMANCE OF THE

EDUCATIONAL LEADERSHIP ROLE

SELF-ANALYSIS

What competencies should a principal have, in order to be an effective leader of a Right to Read program in his school and community?

Where is the "expert" who can define an effective leadership role for every principal who administers a Right to Read program?

Who can say that what works for one principal in one school setting, will work for another principal in another setting?

The following set of leadership competencies for administrators of a Right to Read program is based on our conviction that school principals are the experts, when it comes to defining an effective leadership role for themselves. The men and women who hold the job know what works for them. They are the best source for determining what competencies they need, in order to be an effective leader of a Right to Read program in their school and community.

During the first months of our leadership development program for administrators of 46 Right to Read programs, we interviewed 36 principals of elementary, junior high, and senior high schools in 14 states. The schools varied in size from 200 to 2500 students, and in locale from rural to urban.

In individual interviews we asked the principals to describe their role with each adult member of their school community, and to discuss their working relationship with each person or group specified. From the interviewer's notes of each interview we collected all references to the leadership role, role function, and relationships with staff, parents, and the community. These references were then collated, and comprise the following set of 112 leadership competencies.

The competencies therefore provide a description of the educational leadership role as the principals in our program define and enact it. Since no one principal performs every leadership function or develops all professional relationships with equal effectiveness, however, the competencies are listed as a self-rating questionnaire, so that each principal may evaluate his own role performance.

The principals in our program all rated themselves on the leadership competencies derived from their interviews. From our analysis of their self-ratings we developed a profile of the leadership characteristics of the principal as leader of a Right to Read program. The profile differentiates elementary and junior-senior high school principals, and male and female elementary school principals.

When you have evaluated your own leadership role--using the rating code described on the following page--you can compare your role performance with that of the "typical" Right to Read principal pictured in our profile.

> Any generalization about the kinds of curricular and extracurricular efforts needed for the children in any specific community can be only half right. The principal who knows his teachers, his children, his parents, and his community is in a much better position to determine the kind of effort needed in his school. He may find ideas in other places, but the patterns he evolves have to be cut from his cloth to fit his clientele.
>
> --Carl B. Smith
> Treating Reading Difficulties

LEADERSHIP COMPETENCIES FOR ENABLING ADULTS TO DEVELOP

AN EFFECTIVE READING ENVIRONMENT IN THE SCHOOL

March 1974

Directions

Please rate your own performance of each competency, using the following code:

S - if you feel that the competency is one of your leadership strengths;

OK - if you feel that your performance of the competency is average or adequate;

W - if you do not perform the competency but feel that you should; or if your perforance of the competency is below average or ineffective;

NR - if the competency is not relevant to your role or to your school setting.

Please use only one rating for each competency; and rate each competency (including each a-b-c-d subheading for those competencies with more than one reference.)

1. Arranges release time for teachers to participate in regularly scheduled in-service workshops. ____

2. Leads workshops for teachers. ____

3. Plans and implements workshops for teachers, specifically:

   a) curriculum ____

   b) use of A-V equipment ____

   c) use of reading centers ____

   d) behavior modification ____

   e) making materials ____

4. Uses self as a resource person for the staff by identifying, demonstrating (where relevant), and providing new materials, sources, resources, equipment, etc. ____

5. Effectively communicates a knowledge of available reading programs and materials to staff. ____

6. Uses self as a resource person for the staff by demonstrating curriculum skills and strategies:

   a) in the classroom ____

   b) in faculty meetings ____

   c) in in-service workshops ____

7. Delegates 50% or more of the reading specialist(s)' time to staff development. ____

8. Delegates responsibility for curriculum supervision/coordination to other(s). ____

5-

S - strength
OK - average performance
W - weakness
NR - not relevant to own role

9. Implements and facilitates individual teacher self-evaluation as part of teacher evaluation process. ____

10. Provides feedback to teachers based on observation of classroom performance. ____

11. Recommends discussion with peers in the school to:

a) teachers ____

b) instructional aides ____

c) reading staff ____

d) A.P.'s ____

12. Recommends performance observation of peers in the school to:

a) teachers ____

b) instructional aides ____

c) reading staff ____

d) A.P.'s ____

13. Recommends and schedules visits to other schools for:

a) teachers ____

b) instructional aides ____

c) reading specialist(s) ____

d) librarian(s) ____

e) department chairmen ____

f) A.P./curriculum coordinator ____

14. Arranges and schedules teacher exchanges between own and other schools. ____

15. Enables teachers to develop and implement own curriculum and instructional objectives. ____

16. Enables teachers and/or specialist teachers to identify, understand, and enable the learning needs of instructional aides. ____

17. Enables reading specialist(s) to identify, understand, and enable the learning needs of classroom teachers. ____

18. Enables test-oriented staff members to develop individual child focus and understanding. ____

19. Develops and implements human relations training for the total staff (i.e., "all people in the school who touch the lives of students"). ____

20. Involves and enables the following staff members in specific strategies for developing the positive self-image of students:

    a) physical education teacher(s) ____

    b) nurse ____

    c) speech therapist ____

    d) psychologist ____

    e) learning disabilities/special education teacher(s) ____

    f) guidence counselor(s) ____

    g) librarian(s) ____

    h) classroom teachers ____

    i) reading/language arts teachers ____

S - strength
OK - average performance
W - weakness
NR - not relevant to own role

j) reading specialist(s) ____

k) department chairmen ____

l) parent volunteers ____

21. Has developed effective qualitative means of assessing individual child needs and causes of poor self-image. ____

22. Involved the total faculty in pre-planning Right to Read program, and worked with a representative faculty team to write proposal(s). ____

23. Develops and implements team relationships among staff and:

a) functions effectively as a member of a staff team ____

b) functions effectively as a leader of a staff team ____

c) delegates leadership responsibility to member(s) of a staff team ____

24. Facilitates team relationships among:

a) self and reading staff ____

b) librarian(s) and classroom teachers ____

c) librarian(s) and reading specialist(s) ____

d) learning disabilities teacher and classroom teachers ____

e) aides and reading staff ____

f) aides and classroom teachers ____

g) grade-level teachers ____

h) counselor(s) and grade-level teachers ____

i) nurse, counselor, reading specialist(s) and classroom teachers ____

j) department chairmen and teachers ____

k) A.P.'s ____

l) Unit Task Force ____

25. Schedules reading specialist(s) to share routine supervisory duties with teachers (e.g., bus, playground, corridor, lunchroom, study hall, etc.) ____

26. Facilitates colleagueship between instructional aides and teaching staff by:

a) explaining own philosophy of education to aides ____

b) defining own expectations for aides ____

c) including aides in faculty meetings ____

d) including aides in grade-level teacher meetings ____

e) including aides in in-service teacher workshops ____

27. Enacts a mutually supportive colleague relationship with reading specialist(s). ____

S - strength
OK - average performance
W - weakness
NR - not relevant to own role

28. Speaks informally with each staff member:

a) every day ____

b) at least once a week ____

29. Makes self available to and encourages teachers to express their individual problems, needs, feelings and frustrations. ____

30. Varies role with classroom and specialist teachers from supportive to directive, depending upon individual needs. ____

31. Uses the following staff as a resource for self:

a) learning disabilities teacher ____

b) guidance counselor ____

c) reading specialist(s) ____

d) physical education teacher ____

e) librarian(s) ____

32. Participates as a learner in staff in-service workshops. ____

33. Enacts the role of curriculum supervisor/coordinator. ____

34. Enacts the following role(s) with the Unit Task Force:

a) Task Force chairman ____

b) Task Force member ____

c) catalyst ____

d) resource person ____

e) liaison (interpretive) between school and Task Force ____

35. Elicits and makes programmatic use of ideas and suggestions from:

a) teachers ____

b) instructional aides ____

c) Unit Task Force ____

d) parents ____

e) students ____

36. Delegates leadership responsibility for reading program planning and policy-making to:

a) parent members of Unit Task Force ____

b) reading staff members of Unit Task Force ____

c) other staff members of Unit Task Force ____

d) student members of Unit Task Force ____

37. In individual conferences with parents, interprets reading program and child's test results. ____

38. Plans and implements workshops for parents, specifically:

a) to enable parents to work with children in the classroom ____

b) to enable parents to work with children at home ____

39. Personally recruits parent volunteers for school program. ____

S - strength
OK - average performance
W - weakness
NR - not relevant to own role

40. Involves staff in personally recruiting parent volunteers for school program. ____

41. Personally recruits community people other than parents as volunteers and/or resources for the school. ____

42. Involves staff in personally recruiting community people other than parents as volunteers and/or resources for the school. ____

43. Involves professional staff, instructional aides, and parent volunteers in personally communicating the achievements, needs, and objectives of the school to parents and members of the community. ____

44. Personally "sells" the school by communicating the school program, achievements, and objectives to the community during:

a) meetings of civic organizations ____

b) meetings of business and professional groups ____

c) meetings of community groups ____

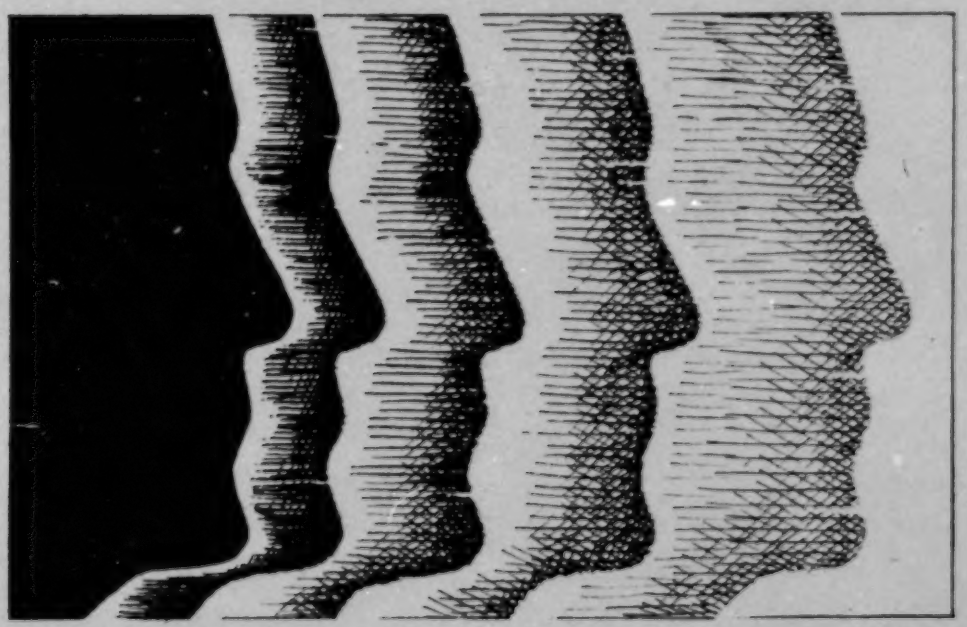
d) PTA meetings ____

e) parent workshops ____

f) memoes, letters or newsletters to parents ____

g) home visits to parents ____

LEADERSHIP CHARACTERISTICS OF THE PRINCIPAL AS LEADER OF A RIGHT TO READ PROGRAM



A PROFILE

A SPECIAL COMPETENCE IN HUMAN RELATIONS

The profile of the school principal that emerges from our analysis of 90% of the competency self-ratings of the principals in our project, shows a school leader who feels a special competence in the area of human relations.

DEVELOPING AN ENABLING RELATIONSHIP WITH TEACHERS

Making oneself available to teachers to express their individual problems, needs, feelings and frustrations, for example, is the competency rated as a strength by the greatest number of principals (89%). A majority of the principals also help teachers to develop and implement their own curriculum and instructional objectives; and facilitate individual teacher self-evaluation as part of the teacher evaluation process.

DEVELOPING TEAM RELATIONSHIPS

Another strength of the group in the area of human relations is the development of team relationships between themselves and the reading staff; between the librarian and the classroom teachers; and between instructional aides and classroom teachers. A majority also feel that they have a mutually supportive colleague relationship with the reading specialist(s).

> Humanistic educators are a diverse group, with overlapping concerns and values, but drawn from a wide range of backgrounds, traditions, disciplines, and fields. They agree in putting man, rather than a doctrine or dogma, at the center of their valuing system.
>
> --Paul Nash

DEVELOPING THE POSITIVE SELF-IMAGE OF STUDENTS

Extending their focus on human relations to the student population, a majority of the principals involve and enable classroom teachers, reading and language arts teachers, the reading specialist(s) and the librarian(s) in specific strategies for developing the positive self-image of students. However, only the junior-senior high school principals, as a group, feel that they have successfully implemented human relations training for the total staff (i.e., "all people in the school who touch the lives of students.")

COMMUNICATING WITH THE STAFF

Within the general context of an ease and expertise in the area of human relations, our profile principal nevertheless illustrates some remarkable variations, depending upon school classification, the sex of the principal, the person or group enabled, and the process used. For example, speaking informally with each staff member on a regular basis, an interaction process perceived as a strength by a majority of the principals, was rated in terms of frequency "at least once a week" by junior-senior high school principals and male elementary school principals, and "every day" by 75% of the women elementary principals. Over three-fourths of the principals elicit and make programmatic use of ideas and suggestions from teachers, indicating openness and responsiveness as qualities of their interaction with the teaching staff.

CONSULTING OTHERS IN THE SCHOOL COMMUNITY

A majority of the women elementary principals also elicit and use ideas and suggestions from Unit Task Force members and parents; and a majority of the junior-senior high school principals and 75% of the women elicit and use ideas and suggestions from students. Male elementary principals, on the other hand, rated themselves average to weak in eliciting and using student ideas and suggestions; but average to strong in eliciting and using ideas and suggestions from instructional aides. Junior-senior high school principals and women elementary principals, however, rated themselves average to weak in eliciting and using ideas and suggestions from instructional aides.

ROLE AND RELATIONSHIPS WITH AIDES, PARENTS, AND THE UNIT TASK FORCE

As the above breakdown of a single competency illustrates, there is variation in performance of the competency--from strong to weak--when certain groups are singled out from the totality of the school community. Frequently, as this breakdown also illustrates, the professional staff receives the full benefit of the principal's attention and expertise; while instructional aides, parents, and Unit Task Force members are groups with whom the principal tends to feel less effective. However, there is also variation among junior-senior high school principals, male elementary school principals, and female elementary school principals in performance of the same competency with the same group. For example, in the area of

This profile is based on the competency self-ratings of 38 principals. Sub-groups referred to are comprised of the following numbers of principals:

Male elementary principals - 22
Female elementary principals - 8
Junior-senior high school principals - 8

51% or more of any group is considered a majority.

staff development a majority of the principals recommend and schedule visits to other schools for teachers and the reading specialist(s). A majority of the male elementary principals also arrange school visits for librarians; and half of the junior-senior high school principals do so for their assistant principals. But 65% of the principals do not recommend and schedule visits to other schools for instructional aides.

DISTINCTIONS BETWEEN PROFESSIONAL STAFF AND INSTRUCTIONAL AIDES

Similarly, the group rating for promoting peer discussion and performance observation among various groups of school staff is much higher with teachers and members of the reading staff than with instructional aides. Within this consensus, however, junior-senior high school principals and women elementary principals tended to rate themselves higher with teachers and the reading staff and lower with instructional aides than did male elementary principals.

JR.-SR. HIGH AND WOMEN PRINCIPALS LEAST EFFECTIVE WITH AIDES

Nevertheless, 58% of the group feels that facilitating team relationships between instructional aides and classroom teachers is a strength; while approximately the same number of principals rated themselves average in facilitating team relationships among members of the Unit Task Force. Given the diversity of groups represented by members of the Task Force and its fairly specialized focus on planning and implementing the reading program, enabling the development of the Task Force as a leadership team has been a problem for many principals this year. On a supplementary questionnaire administered to half of the principals in the group, 95% agreed that "parent members of the Unit Task Force tend generally to feel inadequate and unprepared for making decisions about reading"; perhaps explaining why the competency self-ratings of the whole group ranged from average to weak in the case of delegating leadership responsibility for reading program planning and policy-making to parent members of the Unit Task Force, and from average to strong in the case of delegating such responsibility to reading staff members of the Task Force.

PROBLEMS IN DEVELOPING UNIT TASK FORCE TEAM LEADERSHIP

The principals' analysis and assessment of their roles on the Unit Task Force are also an indication of the degree to which team relationships actually exist among members of most Task Forces. A majority of the principals--and the same principals, in a majority of the cases--rated their roles as Task Force chairman and Task

PRINCIPAL'S ROLE ON THE TASK FORCE

Force member as strengths; a duality of function consistent with delegating responsibility for reading program planning and policy-making to the reading staff members of the Task Force. Approximately the same number of principals--and again the same principals, in a majority of the cases--also rated their role as resource person for the Task Force a strength; a supportive function consistent with promoting leadership within the group itself.

PRINCIPALS PLAY MULTIPLE ROLES

Within this consensus, only a third of the junior-senior high school principals rated themselves strong in the role of Task Force chairman; and half of the women elementary principals rated themselves strong--a percentage still smaller than those representing the group consensus and the male elementary principal consensus. A much higher number of women elementary principals rated themselves strong as members of the Task Force (75%) and as resource people for the Task Force (63%) than did male elementary principals and junior-senior high school principals, however.

VARIATIONS IN ROLE PERFORMANCE

From these variations it can be seen that women elementary school principals view themselves as more participatory and supportive in their role with the Unit Task Force, and as less directive, than do male elementary principals. Whether in fact this is the case, or wheth-

HOW WOMEN VIEW THEIR ROLE

er participation and support are more in keeping with the women's perceptions of how women ought to behave as group leaders, cannot of course be ascertained from self-evaluation alone. Nevertheless, there is the suggestion in these self-ratings that the women elementary principals are more team-oriented in their role with the Unit Task Force than are the male elementary principals.

WOMEN PRINCIPALS MORE TEAM-ORIENTED WITH TASK FORCE

The role on the Unit Task Force rated as a strength by the largest number of principals (74%), however, is that of liaison (interpretive) between the school and the Task Force; a function that, by definition, indicates distance and a lack of communication between the Task Force group and the school community. Since the school staff members of the Task Force are directly involved in the school program, it seems most likely that it is the parent and community members of the Task Force with whom the principal functions as a liaison--and to whom he interprets the objectives and needs of the school program.

MOST PRINCIPALS FUNCTION AS LIAISON WITH TASK FORCE

In their personal interviews, from which these competencies were derived, many principals described the role of liaison as a two-way communications process involving the parents' interpretations of community reactions and attitudes toward the school as well as their own inter-

pretation of the school's needs and objectives. Where this is the case, parent and community members of the Task Force are obviously performing a valuable service, by functioning in the community as a kind of public relations group for the school's reading program and by providing regular feedback from the community to the principal and other Task Force members.

PARENT AND COMMUNITY MEMBERS OF TASK FORCE OFTEN FUNCTION AS PUBLIC RELATIONS TEAM

The need for better public relations between the school and the community does not obviate the need for parent and community involvement in school program planning and policy-making, however. Where parent and community members of the Task Force are involved in this communications function--with the principal operating as an interpretive liaison between themselves and the school--there is the indication that they remain polarized, both from the school itself and from the other members of the Unit Task Force "team." In terms of providing leadership for the reading program, then, parent and community members of the Task Force may often be what one principal has described as "a rubber stamp action."

PARENT AND COMMUNITY MEMBERS OF TASK FORCE MAY BE POLARIZED

Parents, in fact, are the group with whom our profile principal seems to feel least effective. On none of the competencies relating to parents--to the interpersonal relationship between principal and parent, and to the active involvement of parents in the school--was the group consensus a

strength; and on most, the ratings ranged from average to weak, with the junior-senior high school principals tending to rate themselves lower than the elementary school principals.

PRINCIPALS FEEL LEAST EFFECTIVE WITH PARENTS

Interpreting the reading program and their child's test results in individual conferences with parents; communicating the school program and objectives in home visits to parents; recruiting parent volunteers for the school program, and enabling parent volunteers in specific strategies for developing the positive self-image of students --all are areas of need for the principal of our profile.

PARENT WORKSHOPS ARE GREATEST NEED

Planning and implementing workshops for parents is the greatest area of need, however, since a majority of the principals do not offer workshops to enable parents to work with children in the classroom, or effectively plan and implement workshops to enable parents to work with children at home.

ROLE AND RELATIONSHIPS WITH THE STAFF

The principal of our profile is a good support person for the staff, a role not surprising in a school leader who feels a special competence in the area of human relations. Most principals try to vary their role with classroom and specialist teachers from supportive to directive, depending upon individual needs, but this is not a strength for the majority; and 74% admitted to being "more effective in enabling teachers who need more support than di-

rection" on a supplementary questionnaire administered to half the principals in the group.

The same distinction, in performance ratings, between supportive functions and directive ones is amazingly consistent in our analysis of the competencies describing the principal's role and relationships with staff. The profile of a humanistic school leader emerges--one who is best at enabling others to do their own thing. The weaknesses of our profile principal are, correspondingly, the weaknesses of one who does not prefer to be "the expert," "the model," or "the director." For example, facilitating team relationships among various groups of staff is seen as a strength by a majority of the principals. Similarly, a majority consider delegating leadership responsibility to members of a staff team a strength. A smaller percentage--roughly half the group--also feel that they function effectively as members of a staff team. However, a majority of the principals rated themselves average as leaders of a staff team.

DEVELOPING TEAM LEADERSHIP

> Most humanistic assumptions about the nature of man stem from a basic belief in man as a free creature. This notion of freedom does not imply that human behavior is uncaused, totally random, or uncontrollable, nor does it mean that man is uninfluenced by his environment, his personal history, or his experience. Rather, it means that he is, in the last analysis, able to make significant personal choices, to frame purposes, to initiate actions, and to take a measure of control over his own life.
>
> --Paul Nash

Within this consensus, a majority of the male elementary principals also rated themselves average as members of a staff team; a role perceived as a strength by 75% of the women elementary principals. 75% of the women also rated delegating leadership responsibility to staff teams as a strength--a much higher percentage than the male elementary principal consensus. A similar distinction between men and women elementary school principals has already been noted with reference to Unit Task Force team relationships, indicating consistency in the women principals' tendency to perceive themselves as more supportive and participatory in promoting team relationships than do the men. In this case, however, neither the men nor the women rated themselves strong in the directive role of team leader.

WOMEN PRINCIPALS BETTER TEAM MEMBERS THAN MEN

Staff development is another area in which our profile principal's preference for supportive functions, rather than directive ones, is clearly discernable. For example, a majority of the principals facilitate staff development by arranging release time for teachers to participate in regularly scheduled in-service workshops, and by including instructional aides in in-service teacher workshops. For more than three-fourths of the group, participation as a learner in staff in-service workshops is also a strength. However, leading workshops for teachers was rated average in performance by the majority.

PRINCIPALS BETTER LEARNERS THAN LEADERS

Planning and implementing workshops for teachers is also not a strength of the group, though ratings ranged from average (the most frequent rating) to strong and from average to weak, depending upon the focus of the workshop. Planning and implementing teacher workshops in curriculum, the use of A-V equipment, and the use of reading centers received higher self-ratings than did workshops in making materials and those dealing with behavior modification.

PLANNING AND IMPLEMENTING IN-SERVICE WORKSHOPS

Within this consensus, 100% of the women elementary principals rated participation as a learner in staff in-service workshops as a strength; and more women rated themselves average as workshop leaders (75%) than did the male elementary principals. For half of the women elementary principals, however, planning and implementing workshops in the use of reading centers is a strength. And almost two-thirds of them rated planning and implementing workshops in curriculum as a strength--a marked difference from the group.

CURRICULUM WORKSHOPS A STRENGTH OF WOMEN PRINCIPALS

The women principals' greater expertise in the area of curriculum--or greater confidence in expressing such expertise--extends also to the role of curriculum supervisor/coordinator. Half of the women elementary principals rated their performance of this role a strength; whereas the self-ratings were average for a majority of

WOMEN IN THE ROLE OF CURRICULUM SUPERVISOR

Comparative data collected in two relatively recent studies reveal several important facts about the employment of women as elementary school principals. The first of these studies was conducted by the National Association of Elementary School Principals. The second was a parallel study conducted in the commonwealth of Virginia for the Virginia Association of Elementary School Principals.

--Only 8.6 percent of the men reported in the Virginia study had ten or more years of experience as elementary school classroom teachers compared to 65.9 percent of the women.

--Concerning their educational preparation, 10.4 percent of the men majored in secondary administration and 30.1 percent majored in general school administration. Evidently, these men had not intended to prepare for the elementary school principalship, because only 2.8 percent of them majored in elementary supervision and curriculum. . . . 34.8 percent of the women majored in elementary school administration, 11.6 percent majored in elementary instruction, and 22.3 percent majored in elementary supervision and curriculum . . .

--Male principals more frequently than female principals tended to dominate the determination of specific instructional methods to be used. Moreover, more women than men worked cooperatively with faculty committees in determining instructional procedures.

--William H. Seawell & Robert Canady
"Where Have All The Women Gone?"
The National Elementary Principal
May/June 1974

the male elementary principals. For the group, also, the directive role of curriculum supervisor/coordinator is not perceived as a strength.

PRINCIPALS NOT STRONG IN ROLE OF CURRICULUM SUPERVISOR

The principal of our profile feels more effective in the role of resource person for the staff. When the resource role is defined as identifying, demonstrating and providing new materials, sources, resources and equipment, a majority of the principals consider their performance of the role a strength. Half of the elementary school principals also believe that they effectively communicate a knowledge of available reading programs and materials to the staff.

PRINCIPALS MORE EFFECTIVE IN RESOURCE ROLE

However, when the resource role is defined as demonstrating curriculum skills and strategies in the classroom and during staff meetings and in-service workshops, the principals' assessment of their performance ranged from average to weak; with classroom demonstration perceived most frequently as a weakness.

CLASSROOM DEMONSTRATION A WEAKNESS

Again our profile principal illustrates the preference for a supportive function--i.e., providing materials and equipment--rather than the directive or demonstrative function of performing as an expert or model. Women elementary principals, however, more frequently rated the supportive function a strength and the demonstrative

PRINCIPALS PREFER SUPPORTIVE FUNCTIONS

function a weakness than the male elementary school principals. Similarly, a majority of the women rated themselves average to weak in providing feedback to teachers based on observation of classroom performance; whereas for a majority of the male elementary principals this evaluative function is seen as a strength.

MALE ELEMENTARY PRINCIPALS BETTER AT GIVING FEEDBACK TO TEACHERS

Even though there is significant variation between the male and female elementary principals in their role and relationships with the staff, there is far more variation between the elementary principals as a group, and the junior-senior high school principals. Much of this difference can be attributed to the larger student population--and therefore, to the larger staff--in the junior and senior high schools. The subject-area specialization of junior and senior high school teachers and the administrative hierarchy of department chairmen and assistant principals are other factors influencing the quality and kind of relationships junior-senior high school principals tend to establish with staff members.

DIFFERENCES BETWEEN JR.-SR. HIGH AND ELEMENTARY PRINCIPALS

Given these differences in school setting and population, it is not surprising to find the junior-senior high school principal enacting a more managerial role with the teaching staff than is characteristic of the elementary school principal in our project. Delegating responsibility for curriculum supervision/coordination to others, for example,

JR.-SR. HIGH PRINCIPALS DELEGATE

with the reading specialist(s) a strength

In fact, lack of mutuality and colleagueship seems to characterize the relationship between the junior-senior high school principal and the reading specialist(s). For example, facilitating a team relationship between themselves and the reading staff is perceived as a leadership strength by a majority of the elementary principals; but not by junior-senior high school principals. Similarly, using the reading specialist(s) as a resource for themselves is seen as a strength by three-fourths of the elementary principals; whereas junior-senior high school principal ratings ranged from average to weak. On the other hand, using the guidance counselor(s) as a resource for themselves was rated a strength by 88% of the junior-senior high school principals.

LACK OF COLLEAGUESHIP BETWEEN JR.-SR. HIGH PRINCIPALS AND READING SPECIALISTS

A majority of the junior-senior high school principals also effectively involve and enable classroom teachers, department chairmen, and the guidance counselor(s) in specific strategies for developing the positive self-image of students. Self-ratings with regard to the reading specialist(s), however, were average.

As these examples also illustrate, a colleague relationship with the guidance counselor(s)--rather than the read-

CURRICULUM RESPONSIBILITY

is considered a leadership strength by a majority of the junior-senior high school principals; though not by the elementary school principals.

Unlike the elementary principals, therefore, junior-senior high school principals rated themselves average to weak in the role of resource person for the staff, when the resource role is defined as identifying, demonstrating and providing new materials, sources, resources and equipment or effectively communicating a knowledge of available reading programs and materials to the staff; and weak as a resource person, when the role involves actual demonstration of curriculum skills and strategies. Providing feedback to teachers based on observation of classroom performance is another function of the resource role on which junior-senior high school principal ratings ranged from average to weak.

JR.-SR. HIGH PRINCIPALS WEAK IN RESOURCE ROLE

Since a majority of the junior-senior high school principals delegate 50% or more of the reading specialist(s) time to staff development (unlike the elementary principals), one would expect them to be involved in a mutually supportive colleague relationship with the reading specialist(s). For a majority of the junior-senior high school principals, however, this is not the case; though over three-fourths of the elementary principals rated enacting a mutually supportive colleague relationship

PRINCIPALS' RELATIONSHIP WITH THE READING SPECIALIST

with the reading specialist(s) than with most classroom teachers; while 37% found the reverse to be true. Only two principals stated that they could perceive no difference in the degree of collegueship characterizing their relationships with classroom teachers and the reading specialist(s).

Often the reading specialist is a recent classroom teacher with expertise in reading or language arts; and this is another factor that may inhibit the relationship between classroom teachers and the reading specialist(s). A strategy for ameliorating the teachers' resentment of the reading specialist is to schedule the reading specialist to share routine supervisory duties with teachers (e.g., bus, playground, corridor, lunchroom, study hall, etc.) Half of the junior-senior high school principals and a majority of the male elementary principals do not implement this strategy at all, frequently because they consider it inappropriate. However, 75% of the women elementary principals rated scheduling the reading specialist(s) to share routine supervisory duties with teachers as a leadership strength.

SCHEDULING THE READING SPECIALIST TO SHARE TEACHERS' DUTIES

THE PUBLIC RELATIONS FUNCTION OF THE PRINCIPAL'S ROLE

Parent and community relationships are not generally leadership strengths of the principal of our profile, as has been shown above in our analysis

ing specialist(s)--seems characteristic of the junior-senior high school principal, as opposed to the elementary school principal.* The junior-senior high school principal's lack of involvement in curriculum may in part explain this difference. Nevertheless, the junior-senior high school reading specialist's role as staff developer would seem to provide a relevant basis for a colleague relationship with the principal.

JR.-SR. HIGH PRINCIPALS' RELATIONSHIP WITH THE GUIDANCE COUNSELOR

The mutuality and colleagueship that should characterize the inter-relationships of staff members in a humanistic school community may be threatened when the principal develops stronger colleague relationships with some staff members than others, however; particularly in the smaller and more closely-knit community of the elementary school. For example, where a greater degree of colleagueship and mutuality exists between the principal and the reading specialist(s) than between the principal and the classroom teachers, or vice versa, the reading specialist's efforts to develop an effective enabling relationship with the teachers may be inhibited. On a supplementary questionnaire administered to half the principals in the group, 47% indicated that "there is more mutual problem-solving and colleagueship" in their role

PRINCIPALS' RELATIONSHIPS DIFFER IN DEGREE OF COLLEAGUESHIP

*The distinction is valid only when school setting, as well as the principal's leadership role, is considered; since many elementary schools in our project do not have a guidance counselor on the staff.

of the principal's role and relationships with parents and the Unit Task Force. One would therefore expect the public relations function of the principal's role to be neglected--particularly where it involves a focus beyond that of the normal school community.

This assumption is generally true of the group; however, it is not valid in the case of the male elementary school principal. For example, "selling" the school by communicating the school program, achievements, and objectives during PTA meetings, and in memoes, letters, and newsletters to parents, is seen as a strength by a majority of the principals (and by 75% of the women elementary principals). Whereas, selling the school during meetings of civic organizations, business and professional groups, and community groups, is not a strength of the group; though it is a strength of a majority of the male elementary principals. The ratings of the women elementary principals, on the other hand, ranged from average to weak.

PARENT COMMUNICATIONS A P.R. STRENGTH OF PRINCIPALS

COMMUNITY P.R. A STRENGTH OF MALE ELEMENTARY PRINCIPALS, NOT WOMEN

There is the suggestion in these variations that the women elementary principals may have more ease or expertise in communications skills than the male elementary principals; but that they are more reluctant to enact a leadership role in the community--particularly where this would involve them in the predominately male world of civic and professional organizations. Male elementary principals are more at ease in such gatherings; and are able to use their participation as an opportunity for de-

WOMEN MAY BE RELUCTANT TO BE COMMUNITY LEADERS

veloping community awareness and support for the school.

Involving the staff in personally communicating the achievements, needs, and objectives of the school to parents and members of the community is good public relations--and an area of need for the principal of our profile. Recruiting community people other than parents as volunteers and/or resources for the school is also an area of need for most of the principals in the group. Women elementary principals, particularly, rated community recruitment as a weakness; whereas ratings of 75% of the junior-senior high school principals were average.

OTHER P.R. NEEDS OF THE GROUP

Some Interesting Studies of Differences Between Male and Female Principals

Hoyle, John. "Who Shall Be Principal--A Man or a Woman?" National Elementary Principal, January 1969, pp. 23-24.

Morsink, Helen. "Leader Behavior of Men and Women Secondary School Principals." Educational Horizons, Winter 1968-69, pp. 69-74.

NEA, Research Division. Professional Women in Public Schools, 1970-71. Washington, D.C.: The Association, October 1971.

Seawell, William H. and Robert Lynn Canady. "Where Have All the Women Gone?" National Elementary Principal, May/June 1974, pp. 46-48.

"Sexism in American Schools? Yes... But... " Learning. April 1973, pp. 60-61

A SUMMARY OF THE LEADERSHIP CHARACTERISTICS AND NEEDS OF THE PRINCIPAL AS LEADER OF A RIGHT TO READ PROGRAM

The principal of our profile has worked hard to develop a supportive interpersonal relationship with each member of the teaching and specialist staff. He* shows respect for the individuality and professional expertise of teachers by encouraging them to develop their own curriculum and instructional objectives; by incorporating their self-evaluation into the teacher evaluation process; and by using their ideas and suggestions in planning and developing the school program. Though he is not too comfortable in a team relationship himself, he facilitates team relationships among various members of the staff; and supports teamship by delegating leadership responsibility to staff teams.

As leader of the Right to Read program, our profile principal is still very much a learner. He participates as a learner in staff in-service workshops, and relies heavily on the reading specialist as a resource. He also delegates responsibility for reading program planning and policy-making to the reading staff members of the Unit Task Force. Like the parent members of the Task Force, he tends to feel inadequate and unprepared for making decisions about reading.

In fact, the role of curriculum supervisor is an ambiguous one for the principal of our profile. He is good at identifying and providing a variety of materials and equipment for the staff; he is aware of available reading programs and materials, and communicates this knowledge to teachers. However, he does not generally lead in-service workshops for the staff; or demonstrate curriculum skills and strategies in the classroom or in staff meetings and workshops. Nor does he tend to give concrete feedback about their classroom performance to teachers. As a curriculum supervisor, therefore, he is a facilitator rather than an enabler.

---

*Since approximately four out of five principals in the group are men, the profile principal is certainly a "he." Similarly, junior-senior high school and women elementary principal variations are omitted from this summary.

It is in the area of human relations that our profile principal is most effective as an enabler, as his supportive interpersonal relationships with the teaching staff illustrate. He also involves and enables teachers and the specialist staff in specific strategies for developing the positive self-image of students. However, he has not developed effective qualitative means for assessing individual student needs and causes of a poor self-image.

Processes and instruments for assessing the individual needs and development of students are therefore a major area of need for the principal of our profile--both as an enabler of the teaching staff and as leader of the Right to Read program. More expertise in curriculum, with an emphasis on reading and the integration of reading with other subjects, is another major area of need; so that, in his role as curriculum supervisor and leader of the Right to Read program, the principal may effectively communicate and demonstrate a variety of instructional and program approaches to the teaching of reading, and implement and evaluate the professional development of the staff.

Promoting the active involvement of parents and the community in the education of their children is a third major area of need for the principal of our profile. Since he does not generally recruit parent or community volunteers for the school program or provide workshops to enable parents to work with students in the classroom, planning and implementing a recruitment and training program for parent and community volunteers is a top priority for the principal in his role as leader of the Right to Read program.

The Right to Read leadership competencies fall primarily into the following categories:

LEADERSHIP ROLES AND RELATIONSHIPS (Competencies 22-35)

PARENT/COMMUNITY INTERACTION (Competencies 35-44)

STAFF DEVELOPMENT (Competencies 1-21)

Check your self-ratings by category to determine a priority area of need for further leadership development.

LEADERSHIP ROLES

AND RELATIONSHIPS

> Behavioral scientists have studied and debated the various concepts and precepts of "role." The term refers to actions an individual who holds a certain position takes because of expectations held by himself or others. The roles a leader assumes are often determined more by a particular situation, even a crisis, than by the person himself.
>
> --Theodore Kauss

Most of the principals in our program try to vary their role with staff from supportive to directive, depending upon individual needs. Many feel, however, that they are more effective in enabling staff members who need support rather than direction.

Though support and direction are characteristics of two different leadership styles, an effective leader is able to provide both. Flexibility of style helps the school principal to enact the multiple roles of the educational change agent.

The chart on the opposite page, developed by Richard Wallen, classifies leadership characteristics according to three modern leadership types or styles: the "tough battler," the "friendly helper," and the "objective thinker." Which type of leader are you? How flexible is your leadership style?

Have you read C H A U T A U Q U A '7 4 "The Remaking of the Principalship" The National Elementary Principal March/April, May/June, July/August, September/October 1974 ???

MODERN LEADERS*

	TOUGH BATTLER	FRIENDLY HELPER	OBJECTIVE THINKER
Emotions	Accepts aggression	Accepts affection	Rejects both affection and interpersonal aggression
Goal	Dominance	Acceptance	Correctness
Judges others by	Strength, power	Warmth	Cognitive ability
Influences others by	Direction; intimidation; control of rewards	Offering understanding; praise; favors; friendship	Factual data; logical arguments
Value in organization	Initiates; demands discipline	Supports; harmonizes; relieves tension	Defines; clarifies; gets information; criticizes; tests
Over-uses	Fighting	Kindness	Analysis
Becomes	Pugnacious	Sloppy-sentimental	Pedantic
Fears	Being "soft" or dependent	Desertion; conflict	Emotions; irrational acts
Needs	Warmth; consideration; objectivity; humility	Strength; integrity; firmness; self-assertion	Awareness of feeling; ability to love and to fight

*Reprinted from Theodore Kauss, Leaders Live With Crises, by permission of The Phi Delta Kappa Educational Foundation

> Although the role of the elementary school principal is extremely diffuse and his credentials are multi-faceted, his success or failure is probably most often determined by his ability to understand and to exercise human interaction skills, the most difficult of which are those that enable him to work effectively with groups.
>
> --James C. King

Facilitating team relationships among various groups of staff is seen as a leadership strength by most of the principals in our program. However, many express difficulty in interacting with a team themselves, both as a team leader and as a member of a staff team.

How open and supportive are the staff relationships in your school? How many of the following comments made by new teachers would also characterize the feelings of teachers on your staff?

"Why do older teachers treat new teachers the way they so often do? Maybe they just glory in their seniority. They feel they've earned it. I guess they have. If they feel threatened, which is the reason I've heard suggested, I can't imagine why. Just because they're old?"

. . . . . .

"Counselors could be a lot more help if they weren't so busy, if they could give you some time. Because of the discipline problems in my class, I sent a number of kids to the counselor at the beginning of the year. He couldn't do anything with them. Just too busy. Then I'd ask over and over again, 'Please come to the classroom; I don't want to send kids out, but I do need someone to sit in the class for a while and help me out.'"

. . . . . .

"I'm so happy with the staff I'm with now that I can't believe it. I work with a principal and a psychologist and people who assume that I have a brain in my head and that I'm not just an

idiot when it comes to handling something. The other teachers give me so much support."

. . . . . .

"I think the staff generally takes on a particular kind of attitude and atmosphere to get along with the principal. When there are two or three teachers in a school who are different, they leave. In the school I left, where I was so miserable, the principal didn't like me. I was different."

. . . . . .

"In our school district we have a group of staff people--school psychologists, speech teachers, counselors, and the like--who have talked about having some kind of human rights committee. It would be a place where teachers could meet and really talk--air problems and share experiences. Wouldn't that kind of thing be great?"

These teacher comments about "The Staff" come from the National Institute of Mental Health pamphlet Teachers Talk About Their Feelings (ed. Eli M. Bower). Comments of new teachers are also given under the following headings: "That First Year," "The Kids," "The Administration," "The Parents," "The System," and "Themselves as Teachers." Reading and small-group discussion of these direct and open observations might be a good way to help your staff begin to "air problems and share experiences. Wouldn't that kind of thing be great?"

Teachers Talk About Their Feelings is for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Price: 50 cents, domestic postpaid.

How do you small-group the staff for discussion and interaction? What is your own role with the group? How do you evaluate what happens in the group? The paperback Leadership and Dynamic Group Action, by

George M. Beal et al, is a comprehensive "how to" guide to understanding group interaction and practicing group training techniques. The section on small-group interaction discusses the following methods: "Small Group Discussions," "The Huddle Method," "The Buzz Group Method," "The Symposium," "The Panel Discussion," "The Interrogator Panel," "The Committee Hearing," "The Dialogue," "The Interview," "The Lecture," "Brainstorming," "Role Playing," and "Recreational Activities." The section on large-group techniques includes "Workshops," "Conferences," and "Institutes."

For each method discussed there is an itemized set of Characteristics of the method, Reasons for choosing the method, Useful aspects of the method, Instructions for using the method, Instructions for the group leader, Instructions for group members, and Cautions.

Leadership and Dynamic Group Action is published by The Iowa State University Press, Ames, Iowa. Price: $2.95

How do you behave in a group? How do you communicate in a group? How do you listen in a group? These questions and others are dealt with analytically in the paperback Group Processes: An Introduction to Group Dynamics, by Joseph Luft. Dr. Luft is the co-originator of the Johari Window, a graphic model of awareness in interpersonal relations; and there is a "how to" section on using the Johari Window with a group.

Group Processes is very heavy, but short; and enlightening. It's published by National Press Books, 850 Hansen Way, Palo Alto, California 94304. Price: $2.45.

> The mark of a group is its concern for human emotion. The right to one's own feelings and the right to express them is the keystone. Awareness of the feelings of others has a high premium. The exercise of these rights, so based, creates a profound sense of freedom.
> --Joseph Luft

For junior and senior high school principals who are interested in developing staff teams into team teaching clusters, here are two excellent sources for working with the staff:

What Climate for Team Teaching? by John McClure is a UCEA case study that narrates the difficulties encountered by a junior high school principal and the members of the science department when they initiate team teaching in their school. In spite of the support of the principal and the creative leadership exercised by the chairman of the science department, problems encountered by the team make the effort a near disaster. The case study is anecdotal, very funny, and very "real." A good discussion focus for planning with the staff--particularly what not to do.

What Climate for Team Teaching? may be ordered from The University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210. Code C-38. Price: 40 cents.

Focus On The Individual--A Leadership Responsibility, by J. Lloyd Trump and Lois S. Karasik, is both a filmstrip and a pamphlet. The pamphlet includes the complete script

Evaluation

To evaluate an innovation, first ask yourself--or your colleagues--why you are undertaking it. If "team teaching" is started only in order to conserve building space (which it can do), the evaluation is simple: Did it save space? More seriously, if the purpose is to have students develop more responsibility for their own learning, evaluation needs to define how students in the team-teaching program demonstrate such responsibility in a way different from that shown by those who are not in the program. Then, collect the proper data for individual students and for the total school population involved. If instruction assistants are employed to save teacher time for more demanding professional activities, evaluation pinpoints what teachers now do that they did not do previously. Comparable questions are raised and answered with reference to all aspects of the innovation.

Second, study the effects of the changes that are made in the educational setting to accomplish a particular purpose. For example, if the goal is to have students read more books, students then need a flexible schedule that includes time in libraries or resource centers where a variety of books are available. Paperback books foster more reading than anthologies or hardbound copies of the same selection. Less formal book reports encourage more reading. The evaluation is simple: How many books and what kind are read by individuals in the changed program, as compared with students in conventional programs? If small groups are organized to promote better discussion skills, the teacher collects data on the extent and quality of participation by each individual. Teachers also appraise growth in group sophistication in handling issues and reaching conclusions. Sociometry is used to evaluate changes in group relationships.

Third, evaluate the conditions for learning. Can students hear and see well in large groups? Was the material appropriate? Were the visuals effective? Were the students interested? Did they know what to do in independent study? Were the resources available for independent study adequate? The list could be extended.

Data such as those mentioned are needed for each individual and for all students involved in the innovation. The results then are reported systematically so that pupils, parents, and ultimately colleges and employers know what growth has resulted.

The evaluation of individual pupil progress has three parts: (1) It reports what a student knows and can do; (2) it describes changes in his behavior; and (3) it characterizes the quality of his independent study. Accurate answers to part 1 come from measuring instruments available to students for self-appraisal and from those given periodically by teachers. Part 2 is answered by a variety of observations similar to those suggested earlier in this statement. Part 3 requires the application of scaling techniques. The following items in a scale for evaluating independent study, developed by Dr. W. Max Griffin, suggest student procedures that need to be judged--perceives things to do, personalizes learning, exercises self-discipline, makes use of human and material resources, produced results, and strives for improvement.

As suggested...evaluation must focus on the individual student. Group comparisons may be necessary on occasion, but they must not negate our attention to the personal growth of the individual...

Evaluation also focuses on the individual teacher. How have his activities changed as a result of the innovation? Does he now have better opportunities to exercise his individual skills? His opinions are important, but analyses of performance and behavioral changes are even more significant...

Evaluation, therefore, in all cases requires specific descriptions of purposes, analyses of changes desired, attention to conditions for teaching and learning, collection of relevant data, and careful interpretation of results. ...The results are studied constantly to produce further improvements in the innovation.

--J. Lloyd Trump and Lois S. Karasik
FOCUS ON THE INDIVIDUAL--
A LEADERSHIP RESPONSIBILITY

and the pictures from the filmstrip, as well as concluding sections on "Independent Study," "Larger and Smaller Groups," "The Individual in the Teaching Team," "Flexible Schedules," "Evaluation," and "Educational Facilities."

Focus on the Individual begins by focusing on three high school students whose different needs for motivation and individual attention can be met in the large-group, small-group, and independent study experiences afforded by team teaching. Illustrated suggestions for planning, grouping, and scheduling with the teaching team then follow. Filmstrip and pamphlet are specific and practical, providing a good focus for planning with the staff--particularly what to do.

Focus on the Individual--A Leadership Responsibility may be ordered from the National Association of Secondary School Principals, Internship Project, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

For yourself . . . For teachers . . . For older students . . .

ROLES AND RELATIONSHIPS: Exploring Attitudes and Values
by Robert Howard

A casebook of questions and exercises that focus on "interaction between a person and his environment, especially in relationship to other persons," Roles and Relationships can be used as a stimulus to individual awareness or group discussion and interaction. Exercises coincide with the chronological stages of life, and lead to developing insights about oneself, one's values and relationships with others. There is lots of space for writing; and a running bibliography of readings that relate to the various questions considered.

Westinghouse Learning Press Price: $7.00.

> Since the interaction of the community, the home, and the school is directly related to reading problems, the first task of the principal is to get to know his community and neighborhood thoroughly in order to understand the specific environmental factors that may be contributing to reading difficulties. . . . What he hears through the organized, traditional channels, such as long-established clubs and PTA's, is probably only part of the story. It is the inarticulate, invisible, unrepresented parents and their children who are probably in the most desperate need for help.
>
> --Carl B. Smith

Parent/Community Interaction is <u>the</u> priority area of need for further leadership development for most of the principals in our program, as the small number of Right to Read leadership competencies in this category also indicates.

To further evaluate your role performance with parents and the community, rate yourself on the following competencies developed by Bank Street's Program for the Development of the Elementary School Principal as an Educational Leader. Use the same code for self-rating as above:

S - if you feel that the competency is one of your leadership strengths;

OK - if you feel that your performance of the competency is average or adequate;

W - if you do not perform the competency but feel that you should; or if your performance of the competency is below average or ineffective;

NR - if the competency is not relevant to your role or to your school setting.

1. Accurately identifies the characteristics of the community, such as social class(es), community power structure, cultural values, interest groups and pressure groups. ____

2. Develops survey procedures suitable for assessing the educational needs and expectations indigenous to the community and student population. ____

3. Proposes educational programs appropriate to identified community and student needs. ____

4. Analyzes the climate for change in the school-community setting and interprets strategies for change to parents and the community. ____

5. Effectively enables members of the following groups to share in planning and decision-making for the school:

   a) school staff ____

   b) parents ____

   c) school board ____

   d) community interest and pressure groups ____

6. Works with staff to develop and implement use of the community and its resources as an extension of the school learning environment. ____

7. Promotes community use of the school building and facilities. ____

8. Involves parent and community groups in fund raising for the school. ____

9. Helps teachers develop a dialogue with parents that involves sharing perceptions of the student's strengths and potential, and planning cooperatively to meet the student's learning needs. ____

DO YOU HAVE?

TREATING The Role of the Principal
READING Teacher Specialist
DIFFICULTIES Administrator

This HEW monograph by Carl B. Smith is the best single sourcebook for principal-administrators of a developmental reading program that we have seen. Emphasis is on the elementary school, but many suggestions, examples, and the sections on the principal's and administrator's roles are equally relevant to the junior and senior high school. Sections are by role, as indicated in the title, and each is a "how to" resource for implementing alternative approaches to reading problems. Case study examples of operant methods and programs in specific schools are given throughout.

The responsibility of the principal, according to Carl B. Smith in Treating Reading Difficulties, is READING AND THE HOME ENVIRONMENT. The following checklist illustrates Dr. Smith's approach to this area of the principal's responsibility:

A Step-By-Step Approach to Change

The principal today is assuming more responsibility for the instructional integrity of his school, for creating the means whereby children can become effective learners, and for counteracting environmental deficits. But how does he proceed in a logical way? Here are some typical steps in establishing programs in reading:

1. Survey the Needs Related to Reading
What factors in the neighborhood may interfere with the reading performance of some, or even all, of the children? Examples are: poor self-image, lack of language

stimulation, non-standard dialect, and negative attitude toward school and authority. Use study committees, questionnaires, and school records to determine these factors.

2. Assess Resources
What people, facilities, money, and procedures can you use to act on the needs? Examples are: interested teachers and community groups, temporary buildings, contingency funds and Federal grants, and participation in pilot programs.

3. Consider Possible Solutions--Programs
What do research, demonstration programs, or commonsense suggest as ways that will ease the reading problems associated with the environment? Examples are: ungraded classes, home-school teachers, family library programs, tutors, directed field trips, stimulating materials.

4. Include the Community in Planning and in Execution
What groups or individuals should help solve some of the reading problems? Examples are: PTA, local business associations, political pressure groups, professional associations, and interested parents. These people are important not only for generating good will, but also for selling the programs to the community and for finding resources to operate the proposed programs.

5. Set Specific Objectives
What should the children (or adults) be able to do as a result of your programs? For example, with a home-school coordinator program, the child and the parent should be able to conduct a simple reading and comprehension exercise after a visit from the coordinator. (Establishing specific objectives becomes important in "selling" the program to others and in evaluating its effectiveness.)

6. Clarify Operational Procedures
Who are the people with responsibility and what are the rules for the programs? For example, publicize the leader of the program and the guidelines for its operation. A necessary condition is that the principal must give the program leader freedom to operate. Innovative programs, like innovative teachers, must be free to make mistakes or it is unlikely that anything exciting can happen.

7. Submit a Proposal
If the program needs central approval for any reason, write a proposal that describes the first six steps and gives a budget.

8. Evaluate the Program
Are the procedures being carried out? Have the objectives been realized to some degree? Be willing to evaluate in terms of the response of the teaching staff, the pupils, and the local community, and use some format measures of achievement.

Treating Reading Difficulties is available from ERIC Document Reproduction Service, Post Office Drawer O, Bethesda, Maryland 20014.
AND SEE ALSO
Getting People To Read: Volunteer Programs That Work, by Carl B. Smith and Leo C. Fay (New York: Delta paperback, $2.95), a great resource for developing a volunteer program of parent tutors in reading.

Planning and implementing a recruitment and training program for community and parent volunteers in the school is a top priority in the area of Parent/Community Interaction for many of the principals in our program. Using the community itself as a resource is also a need for most schools.

An excellent source for the elementary school principal involved in developing such parent and community ties, is the May 1973 issue of Learning magazine. The article "Exploring and Exploiting Your Community," by Peter Madden, gives a number of tips on soliciting materials from businessmen, planning field trips, and using community and parent volunteers in the classroom. (We reproduce the last-named section on the following page.) There is also a page of "Free or Low-Cost Resources," with annotations and instructions for ordering.

Another article in this issue of Learning, "Volunteers: Love 'Em or Leave 'Em," by Wanda Gray, is a one-teacher-talks-to-another series of practical suggestions for using volunteers to enrich classroom learning. Ms. Gray's advice that volunteers not be used as academic tutors is worth thinking about. She says: "A common mistake with volunteers is to automatically assign all of them to teach academic skills individually or in small groups. If this is what you need, well and good; don't hesitate to try to find and organize able helpers. But don't overlook the possibility of doing this work yourself if you find others who

People

It is even easier to get adults into your classroom than it is to get students out of it. You can get a high level of adult participation if you can deal with their natural reluctance to get involved in situations that provoke anxiety. Adults have an overriding fear of looking foolish or inadequate in front of children, especially their own children.

Pave the way. You must provide some initial structure so that the adults know in advance exactly what is expected of them and are prepared to carry that task out correctly. It is essential that they feel successful in their early ventures into classrooms. The easiest way to handle this problem is to prepare job cards for parents unless they are coming into the classroom to do some very personal task, such as show slides of a trip they took. Even in that case it would be wise to visit with the adult this summer and go over the session with him.

Parents in the classroom can tutor individual children (preferably not their own), work with small groups in reading or other academic areas, lead art or music activities with either large or small groups, engage in their own special interests or hobbies with children, show slides, work with motors and tools or any one of a hundred activities that you'll think of when you get to know the parents and their skills.

One of the most valuable things adults can do with children is discuss their own occupations. . . .

But adults can be asked to do more than merely talk about their occupations. One primary grade teacher, Martha Wei of Washington, D.C., has been successful in getting adults into the classroom to "do their own thing" for a period of time. They are not expected to make any kind of presentation to the class; instead, they simply set up shop and model their work. As children become interested, they drift up to watch and ask questions.

Her first such experience involved an artist who spent four days producing an oil painting from scratch. Then a carpenter built a small project in one corner of the classroom. But any number of professional and business people can simply bring the tools of their trade to school for a few hours and work in the classroom.

Local special-interest groups will also make a contribution to your classroom if you invite them. Within my own range of experience, flower and gardening clubs, country dancing groups, local historical associations and professional societies have all volunteered in the past year to work in classrooms.

Senior Citizens. One largely untapped resource is senior citizens, who often have a strong craving for involvement and lots of time. Their recollections and souvenirs could provide the basis for construction activities that would reproduce an earlier culture in your community, including housing, art, clothing, speech, political and social interests and any other areas you can uncover. Old books, photographs and newspapers could lead children to investigations of what people wrote and thought about in an earlier time.

Contrasting studies might be made about the community as it presently exists. Ethnic groups, politics, geography, architecture, education, art and music, commerce, government and religious institutions of the then and now are among the topics that might be investigated. One variation on this community study theme is to share the information with classes in other parts of the country. (I will be happy to serve as middleman for classes that want to share community studies--or anything else--with each other. At the moment, I can direct requests to classrooms in North Dakota, Alaska, New York, New Jersey, Illinois and New Mexico. I'm sure others will develop if the interest exists.)

These are only a few of the ways teachers can introduce reality into their classrooms....The materials of reality are all around you, no matter where you teach.

--Peter C. Madden is school psychologist at the Center for Teaching and Learning, University of North Dakota, Grand Forks, North Dakota 58201

© 1993 by Education Today Co., Inc.

can lead art, craft, building or other group projects. While one or two such volunteers guide the group work, you can see children individually. Chances are you are much more able in this area than the volunteer, and his own experience is more rewarding if he works at what he knows best."

Focus in both articles and the resource list is the teacher, so you can duplicate them for distribution to the staff. Ideas are more stimulating when they can be shared and discussed with others, however; so follow up with group or team discussion. (Try the "huddle method.")

For the secondary school principal, the Handbook for Reading Volunteers in Secondary Schools, by Ethel Price, is a complete training program in itself. A specifically detailed "how to" guide, the Handbook speaks directly to the volunteer, without talking down. It begins with goals for the volunteer and a series of "First Steps" for establishing a relationship with the student and diagnosing his specific reading problems. Other sections cover "The Non-Reader," "Evaluating Your Student and Choosing Books on an Appropriate Level," "Word-Attack Skills," "Comprehension," "Types of Reading Material," "Writing Original Material," "Assistance in Subject Areas," "Work Habits," "Taking Exams," etc.

Don't let your volunteers work in isolation from each other or from the rest of the staff, however. Set up and try to participate yourself in discussion and information-sharing sessions (the Handbook suggests "luncheon meetings") for volunteers, the reading specialist, and the relevant classroom or subject-area teachers.

Handbook for Reading Volunteers in Secondary Schools may be ordered from the School Volunteer Program, 20 West 40 Street, New York, New York 10018. Price: $1.50.

If your school doesn't have printed guidelines for volunteers, try these, or use them as a starter for making your own.

GUIDELINES FOR VOLUNTEERS

DO:

1. Arrive promptly.
2. Learn names of children quickly.
3. Learn where things are kept.
4. Ask questions freely, about children, procedures, equipment.
5. Share your own experience: tell stories, sing, play an instrument, bring a pet--make the classroom richer for your having been there.
6. Allow children to continue a project as long as they like, if there is no danger to themselves or others, and no destruction of property.
7. Work at the child's level when possible; sit or stand with him. In storytelling, sit beside the child talking, as this helps focus attention on him.
8. Give instructions clearly and be consistent in rewards and punishments.
9. Handle accidents, especially toileting, matter-of-factly and quickly.
10. Speak positively.
11. Warn children ahead of time of a change in activities, such as, "In five minutes it will be time for lunch." Then clean up your area with the children, when you finish.
12. Discuss ideas and suggestions freely, but question the teacher privately if you disagree with anything he asks you to do.

DON'T

1. Belittle a child or make comparisons between children.
2. Hit a child, under any conditions.
3. Visit with other adults while on duty.
4. Do work for children, such as draw pictures for them, tell them answers.
5. Rush the children or nag at them.
6. Hide your feelings from children, but don't use them as weapons.
7. Criticize the teacher to children or to parents. Instead, tell him your criticism.
8. Start projects with children that you can't finish.

--Wanda Gray
"Volunteers: Love 'Em or Leave 'Em"

Involving parents directly in program planning and policy-making for the school is a goal for many schools in our program; although a number of principals privately question the advisability of "parent power"--particularly in the areas of curriculum and instruction.

The experience of most of our principals with parent and community members of the Unit Task Force, however, indicates that parents themselves feel inadequate and unprepared for making programmatic decisions. Orientation and training programs for parents are therefore a prerequisite to developing significant parent involvement in decision-making for the school.

It is also important for parents to "enter the planning stage of a program from the beginning and to continue through the deliberations of every aspect of the program," as Milan B. Dady points out in the Winter 1972 issue of the Journal of Research and Development in Education. "Effective involvement requires on the part of the parents progressively more and more initiating of ideas, more and more assistance in paid or volunteer roles in the school, more and more discussion of problems, and more and more participation in the resolution of the problems. Two parallel developments take place in the participation process: staff's function shifts from professional control to shared planning, and parent responsibility shifts from pro forma approval of staff-originated ideas to genuine involvement."

> The role of a parent is the most difficult role anybody undertakes in our society. And the fact that their kids come to your classroom puts them on the defensive. The teacher is the judge of their flesh and blood, the judge of their parenting--what they've made of the kid. Problems make them feel inadequate and guilty. If you can just make a positive relationship with them the first time, if they come to back-to-school night, or if you call them up and say, "Hey, I'm really liking having Johnny in my class," then Johnny thinks it's going to be a great year and the parents do too. And then if there are problems, you can suggest working together to straighten them out and they don't feel you're out to get them.
>
> --Teachers Talk About Their Feelings

If parents do not feel capable of judging curriculum and instructional methods, what do they look for in the school? How do they evaluate the effectiveness of their children's education? What values do they hold? And how will their values affect the direction of the school, if parents are to be actively involved in the planning process?

The following sections from HOW GOOD IS YOUR CHILD'S SCHOOL? A School Evaluation Handbook for Parents (and Students) prepared by the United Bronx Parents association, illustrates what one active parent group feels parents should look for in evaluating their children's school.

Use these questions as a checklist for assessing your own school environment. How would parents in your school community feel, and what would they see, if they followed these guidelines for judging the school?

LOOK AND LISTEN . . . TO THE STUDENTS

Schools are for children.
Teachers are good if they teach children.
Methods are good if they help children.
When you visit the school, watch the children.
Are they interested?
Are they involved?
Are they learning?

VISIT CLASSROOMS

Do the teachers and students like each other?
Are the teachers doing all the talking?
Do teachers and students listen to each other?
Are they learning from each other?
Do they respect each other?

DO THE TEACHERS AND STUDENTS LIKE THE SCHOOL?

Look for smiles.
Not fake smiles, put on just for you.
Real smiles.
Are the secretaries glad to see you?
Are the teachers happy to be in this school?
Are the students bored or angry,
or can you see they like what they are doing?

DOES YOUR SCHOOL GIVE EQUAL EDUCATIONAL OPPORTUNITY TO EVERYONE?

Is every student treated with equal respect?
Or do teachers favor some pupils over others?
Are girls pushed one way and boys another?
That could be discrimination.
Are blacks more likely to be in "slow" classes?
Are whites more likely to get academic honors?
That could be racism.

DOES YOUR SCHOOL PREPARE STUDENTS FOR A REAL WORLD?

Students want to study about war and poverty and pollution.
They want to be prepared for modern jobs.
They want to learn how to survive.
And they want to learn how to improve their world.
Does your school teach them this?

DOES EVERY STUDENT GET THE HELP HE NEEDS?

Look carefully to see how each child is doing.
Are some students "turned off"?
If so, does anyone care?
If a student is doing poorly,
does the school blame him, or help him?

VISIT THE LUNCHROOM

You can learn a lot about the school here.
Is the room clean and pleasant?
Do students have to eat with their coats on?
Are students who get free lunch treated differently?
Do teachers and students eat together?
Do they eat the same food?
Taste the food. Do you like it?
Do the students like it?
Are they forced to take food they don't want?
Look at the garbage cans. Is much food thrown away?
IF CHILDREN ARE NOT TREATED WITH DIGNITY IN THE LUNCHROOM, YOU CAN BE SURE THE SCHOOL IS HAVING TROUBLE IN THE CLASSROOMS.

HOW GOOD IS YOUR PRINCIPAL?

The key to a good school is a good principal.
A good principal is rarely in his office.
He walks around the school and visits classes.
He wants to know what is happening.
He finds many ways to help his teachers.
He takes time to talk to his students.
He is determined to educate every student in his school.

A GOOD PRINCIPAL WANTS YOUR HELP

A good principal does not run the school alone.
He trusts other people.
He meets often with students and teachers.
He wants their ideas.
He is never satisfied.
He wants to make his school better.
He welcomes your visits and your help.
He does not try to brainwash you.
He answers your questions clearly.
He is willing to try new things.

How Good is Your Child's School? may be ordered from United Bronx Parents, 810 East 152 Street, Bronx, New York 10455. Price: $1.00.

This parent group offers numerous training materials for parents in Spanish and English. Ask for their free catalog of "Educational and Training Materials."

STAFF DEVELOPMENT

> When the adult is involved as planner in a program being designed to fulfill his needs, he is able to channel his energies into positive personal action. In various training situations--on the job, in-service, and formal education programs--he learns what he chooses to learn. He resists learning which is imposed upon him; he needs to be a participant in the teaching-learning process. His interests and experiences and the relevance of the subject content to them and his goals are the gauges with which he measures the value of the learning situation.
>
> --Hyman Wolotsky

More than half of the principals in our program involved their total faculty in pre-planning a Right to Read program for the school, and worked with a representative faculty team to write the original proposal for funding. Most principals have also participated as learners, along with the staff, in in-service workshops designed to develop skills for implementing the program; and share further program planning responsibilities with reading and other staff members on the Unit Task Force.

Clearly, for many principals the Right to Read program itself has been an impetus to developing collegueship with the staff, through a shared purpose and focus on professional growth.

It is not surprising, therefore, to find that almost half of the Right to Read leadership competencies are in the area of staff development; and emphasize the development of curriculum and instructional skills through in-service training, peer sharing and support, and an individualized approach to the learning needs of classroom teachers and instructional aides.

IMPLEMENTING TEACHER EVALUATION BY OBJECTIVES

Helping teachers to develop their own curriculum and instructional objectives, and facilitating individual teacher self-evaluation as part of the teacher evaluation process, are leadership strengths for more than half of the principals in our program. Through their support of innovation and independence on the part of their teachers, these principals illustrate a humanistic approach to educational leadership.

Depending upon the community and district in which their schools are located, however, they may also illustrate a degree of risk-taking. "The fact is that if the principal does become the educational leader, his school and teachers are apt to develop an independence which is threatening . . ." and he "is apt to find himself threatened in one way or another from above," as a teacher comments in Henry F. Wolcott's excellent 'ethnography' of the American public school principal, The Man in the Principal's Office.

Risk-taking by the teacher is also involved in any genuine expression of professional need or planned change in classroom performance. No matter how open and supportive the principal's relationships with teachers may be, "The principal represents authority, lets teachers know

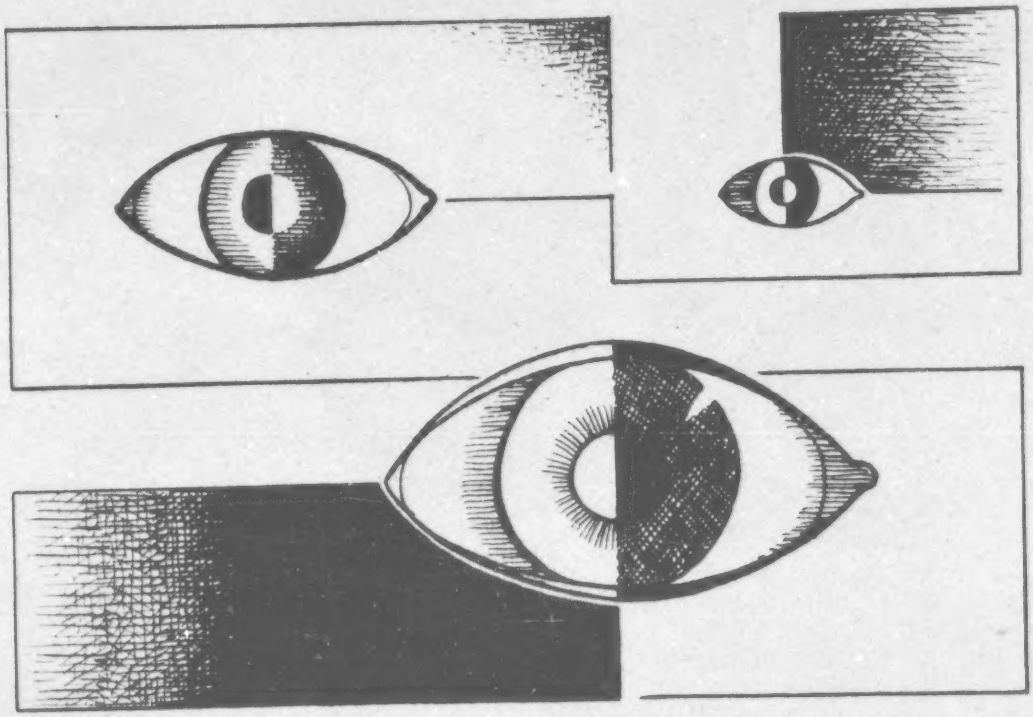
DO YOU HAVE?

THE PERSON: His Development Throughout The Life Cycle
by Theodore Lidz

A basic textbook that traces the development of the human personality from infancy through the middle years and old age, The Person is a good source for understanding both the child and the adult as a learner. New York: Basic Books, Inc., 1968. Price: $10.00.

Much in present-day school life contributes to a neurotic process, especially when the individual is treated as an object of learning to be molded, shaped, prodded, pushed, and then rewarded or punished. Whenever lessons of learning are dictated and imposed, whenever a person is classified and labeled, whenever he is plotted on a chart and compared, he is being violated as a unique being and is being forced to take a path of conformity or to go underground.

--Clark Moustakas
Teaching as Learning



He's supposed to evaluate me but he's never observed me teaching, never once. A vice-principal or visiting principal would come in but my principal would sign the evaluation. They write up all these stupid things that have nothing whatsoever to do with you as a teacher. It's all so much nonsense.

--Teachers Talk About
Their Feelings

what they must and must not do, and usually is in a position to play a major role in determining whether they will be promoted, retained, or dismissed," as the recent CRM sourcebook Educational Psychology: A Contemporary View (1973) points out.

A teacher evaluation process in which teachers themselves establish individual needs and/or change strategies as objectives--with the guidance and support of the principal--and are then regularly observed and assessed by the principal on the basis of their development toward these objectives, thus involves mutual risk-taking by the principal and the teaching staff. Its successful implementation depends upon a climate of trust in which teachers are supportive of each other's efforts to change, and feel confident of the principal's support against criticisms that change may bring.

How do you implement teacher evaluation by objectives gradually? For principals who use an evaluation checklist, here is a process based upon a suggestion by James H. Murphy, a principal in Bank Street's Program for the Development of the Elementary School Principal as an Educational Leader:

> During an individual conference with each teacher in June:
>
> 1. Ask each teacher to select one category or subdivision on the checklist that she feels represents her greatest need for growth or development.
> 2. Be honest in sharing your own input during the selection process.
> 3. Agree to observe and assess the teacher in this area only during the following school year.

4. Help the teacher develop relevant objectives in this area of need. Since most checklist items are objectives, you can focus with her on the most relevant checklist items in this subdivision; and/or develop others.

5. Help the teacher develop specific change strategies for each objective.

6. Ask the teacher to write out objectives and strategies agreed upon.

7. Follow up the conference with your written agreement to observe and evaluate the teacher in the category or subdivision specified, in terms of the objectives and strategies agreed upon. Attach teacher's objectives and strategies. This is your "performance contract" with the teacher.

<u>During the following school year</u>:

1. Observe each teacher regularly, in different activities at different times of day.

2. Conference with each teacher at least three times during the year, to ask for her self-evaluation of development toward objectives and to share your observations and suggestions.

3. Follow up each conference with a written summary of what was said and/or agreed to.

<u>During an individual conference with each teacher in June</u>:

1. Ask for the teacher's self-evaluation and suggestions of needs for further change or development.

2. Share your assessment of the teacher's development and your own suggestions for further growth.

3. On the basis of your mutual perceptions, help the teacher select objectives for the following year. You can refer back to the checklist for these; but in most cases the year's experience and shared input will already have pinpointed them.

4. Ask each teacher for a written self-evaluation of the year's development in the category or subdivision specified; and her objectives for the following year.

5. Write your evaluation of each teacher's development in the category or subdivision specified; attach to teacher self-evaluation. Initial or otherwise indicate your agreement with the teacher's objectives for the following year.

Almost all of the principals in our program use the required district or county evaluation checklist as the basis for formal evaluation of non-tenured teachers. Since most principals (and teachers) complain that the checklist items are ambiguous and often irrelevant to the developmental programs and individualized focus they support in their schools, it is obvious that other criteria actually determine how the principal observes and evaluates his teachers.

To develop a climate of trust in which teachers feel free to admit their needs and change or innovate approaches to working with students, it is essential that the principal's own philosophy, values, and expectations for teachers be clearly spelled out.

For principals who prefer a one-page checklist but find their district checklist inadequate, the Wichita Public Schools Evaluation Check List reproduced on the following page has the humanistic orientation preferred by most of the principals in our program.

The Richmond Public Schools instruments for assessing classroom teachers, librarians, and guidance counselors--which follow the Wichita Check List (pages 62-70)--are more geared to individualized evaluation. Each instrument has a final section in which evaluatees state their own objectives for the school year, and evaluators indicate their approval of the objectives and their assessment of the evaluatees' achievements on objectives at the end of the year. Checklist subdivisions are objectives, and focus specifically on interaction with students, humanizing the learning environment, and supporting the reading program. Checklist items in each subdivision are actually competencies.

WICHITA PUBLIC SCHOOLS

DIVISION OF PERSONNEL SERVICES
EVALUATION CHECK LIST

The activities that should be considered as subdivisions of the five major area include but are not necessarily limited to those shown below.

Place a check mark in the appropriate column to indicate only those factors that are outstanding or in need of improvement. If a factor is not marked, it is assumed that performance in that area is satisfactory.

Out-standing	Needs to Improve	
		I. TEACHING TECHNIQUES
_____	_____	1. Prepared specific objectives for himself
_____	_____	2. Prepares daily lesson plans
_____	_____	3. Gives incentive for student motivation
_____	_____	4. Guides independent study
_____	_____	5. Respects and provides for individual differences
_____	_____	6. Sets realistic learning goals
_____	_____	7. Varies methods and procedures
_____	_____	8. Evaluates pupil progress in positive terms
_____	_____	9. Utilizes a wide variety of instructional media
_____	_____	10. Relates subject matter to student's life experience
_____	_____	11. Exposes students to varying points of view
_____	_____	12. Tries new ideas
_____	_____	13. Adapts teaching to student's needs
_____	_____	14. Maintains continuity from day to day
_____	_____	15. Provides purposeful activities
		II. CLASSROOM MANAGEMENT
_____	_____	1. Maintains an orderly and interesting classroom atmosphere
_____	_____	2. Manages classroom procedures efficiently
_____	_____	3. Explores differences without stifling them
_____	_____	4. Maintains materials and equipment in usable condition
_____	_____	5. Fosters an atmosphere of freedom, not restraint
		III. STUDENT RELATIONSHIPS
_____	_____	1. Accepts students emotionally as well as intellectually
_____	_____	2. Shows respect for dignity and integrity of students
_____	_____	3. Provides for and seeks informal student contacts
_____	_____	4. Does not flaunt authority
_____	_____	5. Frees students from fear of ridicule or failure
_____	_____	6. Gives each student some recognition
_____	_____	7. Maintains adequate pupil control
_____	_____	8. Copes satisfactorily with severe behavioral situations
		IV. PERSONAL QUALITIES
_____	_____	1. Demonstrates a love of learning
_____	_____	2. Uses voice effectively
_____	_____	3. Exercises care about appearance
_____	_____	4. Reflects enthusiasm and interest
_____	_____	5. Exhibits character values worthy of pupil emulation
_____	_____	6. Maintains good physical condition
_____	_____	7. Exercises self-control
_____	_____	8. Is punctual
_____	_____	9. Is responsible
_____	_____	10. Displays a sense of humor
_____	_____	11. Demonstrates initiative and self reliance
_____	_____	12. Maintains emotional stability
		V. PROFESSIONAL TRAITS
_____	_____	1. Responds willingly, accurately, and promptly to administrative requests
_____	_____	2. Possesses current knowledge of subject
_____	_____	3. Accepts professional responsibility
_____	_____	4. Cooperates with building staff
_____	_____	5. Complies with administrative policies
_____	_____	6. Avails self of opportunities for professional growth
_____	_____	7. Develops and fosters cooperation between home and school
_____	_____	8. Adheres to code of ethics

Signature of Teacher _____ Date _____

Teacher's Name _____ Signature of Person Completing Form _____

ASSESSMENT OF TEACHER PERFORMANCE

RICHMOND PUBLIC SCHOOLS

MARK: (O) Outstanding, (A) Above Average, (S) Satisfactory

Part I

(N) Needs Improvement, (U) Unsatisfactory, (N/A) Not Applicable

Performance Criteria	
I. HUMANIZING OF INSTRUCTION 1. Knows the academic strengths and weaknesses of each child. 2. Knows the home and community environment of each child. 3. Treats each child as an individual in accordance with his needs. 4. Understands and appreciates each child as an individual of worth. 5. Helps each child to recognize his potential, to develop his abilities, and to assume his responsibilities as a member of the group.	Rating: ☐ (Spring conference only) Evaluator's comments:
II. PROVIDING FOR INDIVIDUAL DIFFERENCES 1. Provides different subject matter and learning experiences for individuals with different abilities and/or past achievement. 2. Provides opportunities for pupils to work independently on meaningful tasks that derive from and contribute to the planned activities of the group.	Rating: ☐ Evaluator's comments:
III. ORGANIZING AND IMPLEMENTING LEARNING ACTIVITIES TO ACHIEVE SPECIFIC PURPOSES 1. Develops needed skills. 2. Builds understanding of specific concepts. 3. Solves meaningful problems. 4. Emphasizes the application of knowledge to new situations. 5. Evaluates progress of students. 6. Uses appropriate instructional materials and other resources.	Rating: ☐ Evaluator's comments:
IV. PROVIDING FAVORABLE PSYCHOLOGICAL ENVIRONMENT 1. Develops and uses questioning techniques that require pupils to employ the higher cognitive processes as well as to demonstrate retention and comprehension. 2. Encourages pupils to express their ideas in group discussions and other creative ways. 3. Involves pupils in planning and conducting class activities under the guidance and direction of the teacher.	Rating: ☐ Evaluator's comments:
V. DEMONSTRATING PROFESSIONAL TRAITS 1. Displays accuracy. 2. Maintains a good working relationship with others. 3. Exhibits dependability in assignments. 4. Recognizes and accepts responsibilities. 5. Accepts suggestions and adapts to change.	Rating: ☐ Evaluator's comments:

6. Respects rights of others.
7. Uses discretion in conversations regarding students, parents, and colleagues.
8. Exercises self-control.
9. Exhibits sincere personal concern for students.
10. Communicates effectively with students.
11. Is competent in subject matter assigned to teach.
12. Maintains and exhibits results of own professional growth.
13. Uses methods in addition to the required reporting procedures to inform parents regarding progress of students.
14. Provides opportunities and guidance in helping students become independent learners and thinkers.
15. Maintains discipline conducive to learning.
16. Demonstrates creativity in performance.

VI. PROVIDING FOR TEACHING OF READING (Elementary Teachers and Secondary Reading Teachers only)

Rating: ☐

Evaluator's Comments:

1. Supports the reading program developed for school.
2. Understands the reading program and its basic components:
   a) the skills it comprises
   b) the sequential and developmental nature of the process
   c) the sequential and developmental nature of children's learning.
3. Implements a planned reading program based on students' identified needs; continuing to diagnose and prescribe as levels of achievement change.
4. Evaluates their total reading program in light of pupil achievement, improved attitudes, and application to learning in other areas.

VII. PROVIDING FOR TEACHING OF READING (Content Area Teachers only)

Rating: ☐

Evaluator's Comments:

1. Supports the reading program that has been developed for the school.
2. Understands the reading program and its basic components:
   a) the skills it comprises
   b) the sequential and developmental nature of the process
   c) the sequential and developmental nature of children's learning.
3. Assesses the learning environment he controls, diagnosing and planning for specific reading needs in his area.
4. Implements an instructional program where multi-level reading and concept development is planned and encouraged.
5. Strives for increased proficiency in instruction through trying to utilize better reading techniques to help students achieve.
6. Evaluates the total program of instruction based on improved attitudes and student achievement.

Part II

The form is designed to assist the EVALUATOR and EVALUATEE in formulating and in recording an accurate appraisal of the evaluatee's performance through a two-way procedure. In recognition of the fact that each person is an individual who must function as a team member, the opportunity to relate individual job objectives to system-wide objectives is provided for in Part II of the plan. The EVALUATEE should state at least three (3) objectives which relate to the categories in Part I for the approval of the EVALUATOR in the fall conference. The achievement of these objectives will be evaluated at the spring conference and will be a portion of the annual overall performance evaluation.

OBJECTIVES. Objectives should identify desired results, conditions under which activity expected to occur, time frame, and how attainment of objective will be determined. Example:

> Objective #1: To develop a profile of the learning assets and liabilities of each student by the end of the first semester by analyzing cumulative record and conducting individual conference with each student. The results will be used as instructional guides during the second semester.

EVALUATEE (Objectives)	EVALUATOR (Comments and Approval)

ASSESSMENT OF LIBRARIAN PERFORMANCE

RICHMOND PUBLIC SCHOOLS

MARK: (O) Outstanding, (A) Above Average, (S) Satisfactory, (N) Needs Improvement, (U) Unsatisfactory, (N/A) Not Applicable

Part I

Performance Criteria	
I. HUMANIZING OF INSTRUCTION	Rating: ☐ (Spring conference only)
1. Understands and appreciates each child as an individual of worth. 2. Works with each child according to his needs and on his academic level.	Evaluator's comments:
II. PROVIDING FOR INDIVIDUAL DIFFERENCES	Rating: ☐
1. Provides a variety of media on all levels to meet individual differences. 2. Maintains scheduling which allows for individual as well as group use of media center.	Evaluator's comments:
III. USING APPROPRIATE INSTRUCTIONAL MATERIALS AND OTHER RESOURCES	Rating: ☐
1. Works with faculty to provide a media center adequate in instructional materials and other resources. 2. Involves both faculty and students in ordering materials for the media center. 3. Shows knowledge of sources and availability of new and needed materials. 4. Is aware of standards and works toward meeting them.	Evaluator's comments:
IV. ORGANIZING AND IMPLEMENTING LEARNING ACTIVITIES	Rating: ☐
1. Sees that materials are well housed, catalogued, and easily available to all. 2. Budgets time and keeps library schedule flowing smoothly. 3. Sees that materials are promptly made available. 4. Is efficient in securing materials.	Evaluator's comments:
V. PROVIDING FAVORABLE PSYCHOLOGICAL ENVIRONMENT	Rating: ☐
1. Provides pleasant and stimulating environment for learning. 2. Offers opportunities for display and encouragement of student work.	Evaluator's comments:
VI. SUPPORTING THE READING PROGRAM	Rating: ☐
A. Supports the reading program that has been developed for the schools. 1. Speaks positively about the reading program to teachers, supervisors, administrators, and others. 2. Encourages teachers in their use of the program or its extension whenever the occasion arises. 3. Uses his field of endeavor to the utmost to support the program and help wherever possible.	Evaluator's comments:

B. Understands the reading program

1. The skills it comprises.
2. The sequential and developmental nature of the process.
3. The sequential and developmental nature of learning.
4. Attends reading in-service workshops to learn more about the program.
5. Examines program literature and teachers' manuals for a better understanding of the program and of the skills and techniques involved.

Rating: ☐

Evaluator's comments:

C. Takes responsibility for students meeting with success in learning to read.

1. Visits classrooms, consults with teachers and others, to find out where support and help can be given.
2. Encourages, where practical, others under his charge to find ways to support the program and help children meet with success.

Rating: ☐

Evaluator's comments:

VII. DEMONSTRATING PROFESSIONAL TRAITS

1. Displays accuracy.
2. Maintains a good working relationship with others.
3. Exhibits dependability in assignments.
4. Demonstrates cooperation.
5. Recognizes and accepts responsibilities.
6. Is efficient in carrying out assignments.
7. Accepts suggestions and adapts to change.
8. Respects rights of others.
9. Uses discretion in conversations regarding students, parents, and colleagues.
10. Possesses self-control.
11. Exhibits sincere personal concern for students.
12. Communicates effectively with students.
13. Maintains and exhibits results of own professional growth.
14. Provides opportunities and guidance in helping students become independent learners and thinkers.
15. Maintains discipline conducive to learning.
16. Demonstrates creativity in performance.

Rating: ☐

Evaluator's comments:

Part II

The form is designed to assist the EVALUATOR and EVALUATEE in formulating and in recording an accurate appraisal of the evaluatee's performance through a two-way procedure. In recognition of the fact that each person is an individual who must function as a team member, the opportunity to relate individual job objectives to system-wide objectives is provided for in Part II of the plan. The EVALUATEE should state at least

three (3) objectives which relate to the categories in Part I for the approval of the EVALUATOR in the fall conference. The achievement of these objectives will be evaluated at the spring conference and will be a portion of the annual overall performance evaluation.

OBJECTIVES. Objectives should identify desired results, conditions under which activity expected to occur, time frame, and how attainment of objectives will be determined. Example:

Objective #1: To increase use of library during second semester over the first semester by designing a questionnaire for students to complete to survey the range of interests. The objective will be considered to be achieved if circulation increases by ten percent the second semester.

EVALUATEE (Objectives)	EVALUATOR (Comments and Approval)

ASSESSMENT OF GUIDANCE COUNSELOR PERFORMANCE

RICHMOND PUBLIC SCHOOLS

MARK: (O) Outstanding, (A) Above Average, (S) Satisfactory

Part I

(N) Needs Improvement, (U) Unsatisfactory, (N/A) Not Applicable

Performance Criteria	
I. DEMONSTRATING PROFESSIONAL ATTITUDES	Rating: ☐
1. Is perceptive of the counselor's professional role. 2. Maintains and exhibits results of own professional growth. 3. Evaluates periodically own counseling skills. 4. Participates in research activities. 5. Has a professional balance between theory and practice. 6. Is willing to adapt to program changes and to administrative or supervisory suggestions or requests. 7. Is conscientious about upholding and helping to upgrade the counselor's professional role. 8. Uses time effectively. 9. Functions effectively as a resource person. 10. Functions in a well-organized manner. 11. Is punctual. 12. Exhibits dependability in assignments.	Evaluator's comments:
II. DEMONSTRATING RELATIONS WITH PUPILS	Rating: ☐
1. Exhibits sincere personal concern for students. 2. Motivates students to seek counseling. 3. Has rapport with students. 4. Respects the dignity and worth of the individual. 5. Helps students with personal as well as educational and vocational problems. 6. Is aware of the academic strengths and weaknesses of the counselee. 7. Is aware of the home and community environment of the counselee. 8. Utilizes appropriate media meaningfully. 9. Works to maintain and/or develop wholesome attitudes.	Evaluator's comments:
III. SUPPORTING THE READING PROGRAM	
A. Supports the reading program that has been developed for the schools. 1. Speaks positively about the reading program to teachers, supervisors, administrators, and others. 2. Encourages teachers in their use of the program or its extension whenever the occasion arises. 3. Uses his field of endeavor to the utmost to support the program and help wherever possible.	Rating: ☐ Evaluator's comments:
B. Understands the reading program. 1. The skills it comprises. 2. The sequential and developmental nature of the process. 3. The sequential and developmental nature of learning. 4. Attends reading in-service workshops to learn more about the program.	Rating: ☐ Evaluator's comments:

5. Examines program literature and teachers' manuals for a better understanding of the program and of the skills and techniques involved.

C. Takes responsibility for students meeting with success in learning to read.
1. Visits classrooms, consults with teachers and others to find out where support and help can be given.
2. Encourages, where practical, others under his charge to find ways to support the program and help children meet with success.

Rating: ☐
Evaluator's comments:

IV. DEMONSTRATING RELATIONS WITH PARENTS

1. Is cooperative with parents.
2. Is available to parents.
3. Has a professional image among parents.
4. Promotes and participates in parent conferences with teachers and administrators.
5. Uses methods in addition to the required reporting procedures to inform parents regarding progress of students.

Rating: ☐
Evaluator's comments:

V. DEMONSTRATING RELATIONS WITH TEACHERS

1. Understands the role of the teacher.
2. Communicates effectively with the teacher.
3. Is receptive to teachers' suggestions.
4. Is professional in communication with and about teachers.

Rating: ☐
Evaluator's comments:

VI. DEMONSTRATING RELATIONS WITH ADMINISTRATORS

1. Is cognizant of the role of the administrator.
2. Communicates effectively with administrators.
3. Attends to administrative referrals.
4. Upholds administrative decisions in a professional manner.

Rating: ☐
Evaluator's comments:

VII. DEMONSTRATING RELATIONS WITHIN THE DEPARTMENT

1. Is cooperative with other counselors.
2. Is conscientious about maintaining accurate up-to-date reports and records.
3. Assumes leadership in assigned tasks.
4. Is willing to assume necessary after-hour responsibilities.
5. Is cooperative in efforts to improve guidance services within the school.
6. Takes initiative in cooperative activities.
7. Maintains effective working relationship with other supportive pupil personnel staff members, i.e., nurses, psychologists, visiting teachers, etc.

Rating: ☐
Evaluator's comments:

Part II

The form is designed to assist the EVALUATOR and EVALUATEE in formulating and in recording an accurate appraisal of the evaluatee's performance through a two-way procedure. In recognition of the fact that each person is an individual who must function as a team member, the opportunity to relate individual job objectives to system-wide objectives is provided for in Part II of the plan. The EVALUATEE should state at least three (3) objectives which relate to the categories in Part I for the approval of the EVALUATOR in the fall conference. The achievement of these objectives will be evaluated at the spring conference and will be a portion of the annual overall performance evaluation.

OBJECTIVES. Objectives should identify desired results, conditions under which activity expected to occur, time frame, and how attainment of objective will be determined. Example:

Objective #1: To improve students' understanding of interpersonal relationships by producing three packets of materials which can be used as basis for role-playing in group work. Achievement of objective to be determined by written evaluation of students at end of activity.

EVALUATEE (Objectives)	EVALUATOR (Comments and Approval)

PLANNING STAFF DEVELOPMENT ACTIVITIES TO SUPPORT TEACHER EVALUATION BY OBJECTIVES

As you implement teacher evaluation by objectives, staff development activities should be problem-centered and reality-based. Grouping of teachers on the basis of common objectives will encourage peer sharing and support. However, adult learners also need to be involved in exercises or activities that relate directly to their own experiences.

Three kinds of staff development activities that are reality-based and can be selected on the basis of problems relevant to the objectives of your teachers, are the case study, the simulation exercise, and the simulation game.

The case study is a narrative description of a real problem situation, in which only names and other specific reference points have been

PBTE pbte PBTE pbte PBTE pbte PBTE pbte PBTE pbte PBTE pbte PBTE pbte
p P
b B
t How do you feel about Performance-Based Teacher T
e Education? E

P If you are CURIOUS but UNCONVINCED, the American p
B Association of Colleges for Teacher Education pub- b
T lishes a series of 10 monographs on the subject. t
E e

#7 in the series is Performance-Based Teacher Ed-
p ucation: An Annotated Bibliography, by AACTE and P
b ERIC Clearinghouse on Teacher Education. $3.00 B
t T
e #10 in the series, A Humanistic Approach to Perfor- E
mance-Based Teacher Education, by Paul Nash, ex-
P plores such areas of conflict between humanism and p
B PBTE as freedom, uniqueness, creativity, productiv- b
T ity, wholeness, responsibility, interdependence, t
E and social rehumanization. $2.00 e

p AACTE, Suite 610, One Dupont Circle, Washington, D.C. P
b B
t T
e PBE pbte PBTE pbte PBTE pbte PBTE pbte PBTE pbte PBTE pbte PBTE pbtE

changed. Cases may be written or filmed, and vary in length and complexity of subject. The focus of the case study is generally the decision-maker--or decision-makers, if the narrative includes more than one area of the school setting. Frequently the problem situation is left unresolved, allowing for group discussion on the basis of "what would you do?" Similarly, case studies may be organized in sections, to allow for discussion of "what would you do at this point?" at various stages of the action.

The value of the case study as a staff development exercise is that it lets teachers analyze familiar problems in another school setting; and through associating with the decision-maker, take into consideration the broad range of interest and pressure groups in the school community.

Although the simulation exercise may be based upon a real incident, it is a fictionalized narrative or scenario--a "simulation of reality." Unlike the case study, the simulation generally programs the participant toward a "right" or "preferable" course of action or problem solution. Simulation exercises may be simple scripts of a single incident; or they may be extremely complex (and expensive)--covering a broad span of time and a whole school system, and utilizing such varied media as film, video and audio tapes, written case studies, in-basket exercises, etc. Opportunities for role-playing are included in the simulation exercise, whether simple or complex.

The value of the simulation exercise as a staff development activity is that it allows teachers to participate directly in the problem situation by role-playing; and through exchanging roles, to associate

with different members of the school community by acting out their needs and values.

The simulation game is a simulation exercise in which role-playing participants compete--generally as teams, though sometimes as individuals. The best games involve cooperation as well as competition, through team sharing in decision-making and through whole-group evaluation of outcomes. The value of the simulation game as a staff development exercise, therefore, is that it allows teachers to participate as group or team members in shared problem analysis and decision-making.

> In an atmosphere of freedom and trust where individuals are valued, fully accepted, and respected, the group becomes its own best resource and serves as the primary basis for emerging insights and for the resolution of problems. The leader initially creates the atmosphere and provides the occasion for learning. . . . he initiates a structure in which expressions of the real self occur, the individuality of the learner flourishes, and each member of the group becomes fully alive and growing. Once the leader fulfills his initial responsibility, the group functions on its own and he becomes a learner, too.
>
> --Clark Moustakas
> Teaching as Learning

The annual UCEA Instructional Materials Catalog lists a wide variety of case studies, simulations and games, with helpful annotations. UCEA focuses exclusively on the administrator, however, so materials should be carefully scanned for their relevance and adaptability to teacher involvement in problem-solving. The case studies are more geared to staff development use than the games and simulations, since many feature teachers as major figures in the action.

Among the UCEA case studies that deal with problems mentioned by principals in our program are the following:

Was the Assignment Unreasonable? by Frederic W. Yocum, reports the chain of events beginning with the assignment of an extracurricular duty to a secondary school teacher through the period of litigation resulting from the teacher's refusal to accept the "unreasonable assignment"--i.e., sponsor of the boys' bowling club. Highlighted is the extent of the involvement of members of the community and school staff, as well as the role of the local news media. (5 pages.) Code C-21. Price: 40 cents.

Big City Loses a Teacher, edited by Kenneth McIntyre, takes place in an urban elementary school in a bicultural setting. The decision-maker is a "new" principal; the focus is a fifth grade teacher with special problems in relating to minorities students and maintaining control; and the central issue is corporal punishment. The public relations function of the principal is highlighted. (10 pages.) Code C-2. Price: 40 cents.

The French Club Lightbulb Sale, by John McLure. An influential, but otherwise undistinguished, eighth grade French student proposes a French Club lightbulb sale and a rather creative way to spend the unexpectedly large amount of money it produces. This proposal, along with the principal's action of spending most of the money outside of the French Club, presents problems for the sponsoring teacher. Student motivation is an interesting highlight. (5 pages.) Code C-37. Price: 40 cents.

Motivating Underprivileged Negro Students in Northton: A Study in Frustration, by John J. Horvat, describes the frustration felt by a high school business teacher and her principal as their efforts to help some of the school's underprivileged students help themselves are blocked by legal restrictions applicable to all families receiving welfare payments. With the support of the principal, the teacher has provided her advanced students with work experiences designed to help them overcome their defeatist attitudes and lack of "success" motivation. Despite evidence that the program is achieving some of its goals, outside factors which seem to be beyond the control of the school system and its staff work to negate the efforts of principal

and teacher. The supportive relationship between the principal and a dynamic and innovative teacher is well portrayed. (6 pages.) Code C-30. Price: 40 cents.

Unemployed, by Principal Norman Hyatt of Salt Lake City, focuses upon the leadership style of an elementary school principal as she works with a teacher having special problems with curriculum and instruction. A tri-dimensional view of the case is presented: events are described in terms of the principal's perceptions, the teacher's perceptions, and the perceptions of the author in his role as an officer of the local teacher's association. The case has implications for administrative behavior, instructional leadership, and the in-service training of teachers. (10 pages.) Code C-5. Price: 40 cents.

The Guide to Simulations/Games for Education and Training (1973), by David W. Zuckerman and Robert E. Horn, is a vast and comprehensive sourcebook of available games and simulation exercises, classified by subject area (e.g., ecology, mathematics, social studies, etc.) and annotated in great detail by the authors. Teachers will also find it a stimulating source for discovering games that can be used effectively with students.

We reproduce the authors' descriptions of five teacher-training simulation games, for possible use as staff development activities, on the following pages.

UCEA case studies and the free Instructional Materials Catalog may be ordered from the University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210.

For The Guide to Simulations/Games for Education and Training, write Information Resources, Inc., P.O. Box 417, Lexington, Massachusetts 02173.

Actionalysis: A Series of Simulation Games

Harvey Mette c. 1968
Long Island University

Playing Data

Age Level: . College
. Graduate School
. Management/Administrative
. Inservice

Number of Players: 2 to 7. There may be additional observers.

Playing Time: 1 to 3 hours

Preparation Time: time for a briefing

Materials: . Dice
. Cards
. Playing forms
. Timer

Comment

. interactive, with elements of both conflict and cooperation
. qualitative outcomes
. individual play and group analysis
. play involves strategic and rapid thinking
. results of field tests are available from originator
. custom versions are available in consultation with the game originator
. Each round of play begins with a three minute period in which two players role-play in a situation. This is followed by another three minute period in which the observers discuss what they have observed. Then all of the players discuss together what they would have done in the situation. This part lasts usually no more than ten minutes. Time is kept by the Game Master so that the pace of the game is maintained.
. ACTIONALYSIS, through short psychodramas followed at once by discussion, develops the capacity of participants to perceive and perform in situations met in their professional or career practice at a high level of sophistication. (D.Z.)

Summary Description

Roles:
. Players represent two levels of individual, plus observers and a Game Master
. Players should rotate through all roles

Objectives:
. To adhere to assigned roles and behaviors or attitudes

Decisions:
. How to reflect a given behavior
. Whether roles were played authentically
. How situation was handled by the role-players
. Different ways of coping with same situation

Purpose:
. To prepare individuals for precise performance in their occupational roles

Cost: $25.00

Producer: Randa, Inc.
P. O. Box 143
Old Beth Page, Long Island, New York 11804

Teacher Student Interaction Game I

H. Harvey Mette, Jr. c. 1970
Long Island University

Playing Data

Age Level: . College
. Graduate School
. Teacher Education
. Counselor Education
. Supervisory-Administrator Education

Number of Players: 3 to 6 or multiples of 6

Playing Time: 10 to 60 minutes

Preparation Time: time for a briefing

Materials: . Dice
. Board
. Teacher attitude cards
. Student behavior cards
. Report cards
. Supervisor's forms

Comment

. interactive, with elements of both conflict and cooperation
. deterministic
. limited role play within assigned role positions
. qualitative outcomes
. individual and team play
. play emphasizes decision making
. This game makes excellent use of role playing to throw students into problem situations which approximate those they'll actually face. In my opinion, games which fail to use such role play are ignoring the most potent tool available to them (D.Z.)

Summary Description

Roles: . Each player rotates between four roles: teacher, student, supervisor, discussion leader

Objectives: . Within their assigned roles and attitude, teachers try to teach, and students to learn; supervisors try to evaluate the teacher's effectiveness

Decisions:
. How to teach within a given attitude role
. What grade to give the student
. How to reflect a given behavior role (student)
. Whether roles were played with authenticity
. Whether teacher was behaviorally reflecting concepts of desired teacher behavior

Purposes: . To provide an opportunity for players to experience teacher-student interaction, evaluate teaching methods, and discuss teaching theory

Cost: small fee and royalties. Details supplied to those who inquire

Producer: Randa, Inc.
P. O. Box 143
Old Beth Page, L. I., N. Y. 11804

Teaching Strategy

John E. Washburn, in consultation with staff of National Teacher Education Project c. 1971

Playing Data

Age Level: . In most cases played with professional and volunteer teachers; however, can be played with teacher and class (elem.-adult).

Special Prerequisites: some understanding of concept development and behavioral objectives

Number of Players: 2 to 12, optimum; 18-24, maximum; in 1 to 8 teams

Playing Time: 20 to 30 minutes

Preparation Time: 1 hour

Materials

Components: . Players' manuals
. Administrator's manual
. Tokens
. Cards
. Playing forms

Special Equipment: . Suggest overhead projector or chalkboard

Comment

. Interactive within teams; emphasis on cooperative problem-solving.
. Play involves strategic thinking; "successful" play is a factor of self-satisfaction with the learning involved; there are no points or winners.
. Players are assigned equal resources in the basic game, though this may be varied to reflect the fact that some teachers have more time and energy to expend in some situations than others.
. Chance determines which problem cards are received, but outcomes are chance free.
. By playing TEACHING STRATEGY it is possible to arrive at the actual sequence of teaching activities for the classroom; it provides, therefore, a laboratory to test out various styles of teaching and can be played repeatedly with great profit.
. NTEP should be contacted for evaluation and field test information. (D.Z.)

Summary Description

Roles:
. Not applicable

Objectives:
. To arrive at a teaching strategy by drawing cards.
. Within 20 to 30 minutes, to be able to produce a suggested plan for teaching in a fifty minute period, plan to include at least 3 steps team will take when teaching.

Decisions:
. Unknown

Purposes:
. To assist volunteer and professional teachers to discover their own preferred teaching styles and how to use them effectively. By playing TEACHING STRATEGY, the teacher becomes familiar with the variety of sequences possible for preparing any teaching session. After playing the game, each player should be able to: identify the elements in teaching strategies, prepare a logical sequence for teaching a given concept, and describe a variety of approaches available to teachers, with related resources. It is possible, uniquely, to have students of varying age levels become players of TEACHING STRATEGY in order to participate more fully in subsequent teacher-student planning sessions.

Cost: Contact NTEP (under $10.00)

Producer: National Teacher Education Project
6947 East MacDonald Drive
Scottsdale, Arizona 85253

Human Relations: One Dimension of Teaching

Edward B. Buffie 1971

Playing Data

Age Level: . College
. Continuing education

Number of Players: 12 to Unlimited

Playing Time: 4 hours

Preparation Time: 12 to 30 hours, 3 major components, can use 1,2 or 3

Materials

Components: . Magnetic tape
. films
. slide tapes
. background materials
. information on individual pupils
. critical incidents

Special Equipment: . Phonograph
. Filmstrip projector

Comment

. HUMAN RELATIONS is one of a short line of games which attempt to teach the difficult, human-interaction aspect of teaching through use of role playing in a simulated environment. I can think of no better way to help students learn these necessary skills.
. a deterministic game with qualitative outcomes
. play is by individuals in assigned roles
. play involves decision making and strategic thinking (D.Z.)

Summary Description

Roles:
. A beginning (elementary) teacher in an inner-city school

Objectives:
. To develop better decision making capability

Decisions: Unknown

Purposes:
. To help the student develop better decision making capability
. To help the student identify those principles and/or guidelines that make for effective professional behavior
. To help the student identify those principles and/or guidelines that make for effective human relationships

Cost: not established

Producer: Center for Innovation in Teacher Education
School of Education, Indiana University
Bloomington, Indiana 47401

High School

James S. Coleman and Constance Russell c. 1971
Academic Games Associates, Inc.

Playing Data

Age Level: . High School
. College
. Graduate School
. Teachers

Number of Players: 4 to 8

Playing Time: 1 1/2 to 3 hours

Preparation Time: 1 hour including reading manual

Materials
Components: . Administrator's manual
. Dice
. Board
. Tokens
. Playing forms
Supplementary Material: supplementary readings suggested

Comment

. An interactive game for either individuals or teams; both competition and cooperation are built in, and either may be encouraged by differing game set-ups.
. Play involves strategic thinking, bargaining, coalition formation, and a limited degree of role playing.
. To begin play, certain game parameters -- student abilities, the value climate -- may either be determined by the administrator or decided upon by students; the role of chance in this decision process varies with the manner in which the game is administered. During play, chance influences players' advancement along the activity routes; they role specially marked dice related to their ability profiles and run the risk of certain chance spaces.
. Game outcomes are in the form of esteem points, earned through achievement in activities that are valued by the peer culture, the parent culture, and/or the individual player. Qualitative outcomes are coalitions, varying degrees of competition or conflict, and the possibility of empathy for previously unexperienced student roles.
. Players are not assigned equal resources before play begins: student profiles specify ability levels (high, medium, or low) in each of three school activities (academic, athletic, social). These may be easily varied so that an entirely homogeneous or highly divergent student population may be created.
. Personality characteristics within roles are not specified, but personality characteristics may be developed by the administrator or the players themselves.
. Observation of play indicates that strategic thinking is the major determinant of successful play. However, because players may negotiate friendship exchanges, some degree of interpersonal competence should tend to maximize scores.
. One of the game's unique features is the potential for varying game input: student profiles may be easily varied; different combinations of parent and peer value climates may be employed; reward structures may be varied by limiting the "room at the top" in some types of activities; achievement in academics and athletics may either be positively or negatively linked to social status. This potential for variation increases the value of HIGH SCHOOL for repeated play and for research purposes.

Comment (Continued)

. The "world view" behind this game is that students in high school are constrained by the social parameters of the high school. The school, as a social institution, influences students not merely through what goes on, but also by the very structure of the institution. Many of these restraints are difficult to understand and verbalize, and so are accepted unconsciously by students and teachers alike. Through playing HIGH SCHOOL, however, it is hoped that some of these social parameters may be brought into focus, so that they may be rationally and critically examined. While no explicit behavioral changes are suggested by the game, it does recognize man as capable of acting on his environment, as well as being acted upon by it. Thus, although a player may not be able to escape the social environment, he can maximize his gains within it by understanding it and behaving accordingly.
. Results of outside evaluation will be available from the publisher. (D.Z.)

Summary Description

Roles:
. Players represent students in high school
. Teams represent different high schools. Different social climates may be created and results of several game plays representing different high schools compared.

Objectives:
. For players, to win the most esteem points
. It may be set up so that teams (schools) are in competition with each other. In this case the school with the highest total points for all players would be the winner.

Decisions:
. Players decide which activities to invest their time in, from the three activities represented on their gameboard. Players may also decide who they would like to be their friends (signified by the exchange of friendship chips). There may be some group decisions, such as whether or not athletes should be helped in their academic work so that they can spend more time in athletics advancing the team marker toward a goal. Athletes also decide which goal to strive for.

Purposes:
. The game is based on James Coleman's study of the social system of the high school (Adolescent Society, 1961). The model incorporates Coleman's theoretical formulations based on his data as well as some basic sociological concepts (the social self, reference group theory, exchange theory, intra-group vs. inter-group competition). It is hoped that play of the game will facilitate understanding of the social-structural parameters that influence the behavior of students in a high school setting.

Cost: No selling price yet established

Producer: Not published but can be played by contacting:
Academic Games Associates, Inc.
430 E. 33rd Street
Baltimore, Maryland 21218

Knowledge about the learner is the basis for determining which learning opportunities are appropriate and necessary. A teacher needs to have knowledge about the status of the learner; i.e., his current needs, interests, and abilities. Such knowledge is a product of the evaluative process.

--Daniel M. Purdom

I had to sit down with my principal on this pilot evaluation thing, and it was pretend and yet for real. He has these great objectives--every teacher has to know the level the kid's achieving at when he comes to you and you have to know how much growth has taken place at the end. Great, but I have 40 kids in my first period . . . I said, "Until you can get class size down, I won't sign this." We were kidding but he knew I meant it. He has all these great objectives that I as a teacher can't fulfill.

--Teachers Talk About Their Feelings

HELPING THE STAFF DEVELOP INDIVIDUAL STUDENT ASSESSMENT

Helping test-oriented staff members acquire an individual student focus has been a problem for most of the principals in our program this year. Similarly, developing effective means for assessing the individual learning needs and growth of students is a major objective shared by our principals and their teachers as they continue to implement the Right to Read program in their schools.

Step one in the process of helping the staff develop individual student assessment, is to be able to illustrate effectively why standardized normative group tests do not accurately measure individual ability.

An excellent and inexpensive source to share with test-oriented staff members (and parents!) is Deborah Meier's Reading Failure and the Tests--a position paper published by The Workshop Center for Open Education in New York City. Ms. Meier classifies the inequities of standardized normative group reading tests under the following headings: "Language Dialect," "Class Bias," "Conformity Bias," "Early Reading Bias," "Speed Bias," "Emotional Bias," and "Teacher Strategy Bias." Each bias is analyzed in clear, forthright language; and many are illustrated by excerpts from the MAT and the California Reading Achievement battery. The scoring of standardized tests is also explained; and alternatives to reading tests are suggested.

> Reading Failure and the Tests may be ordered from the Workshop Center for Open Education, 6 Shepard Hall, City College, Convent Avenue and 140th Street, New York, New York 10031. Price: $ 0.75. A position paper on Evaluation is also available at $2.00.

In the scene below, "Mary's books will get wet in the rain" is the correct answer. But, said many children, surely she would not let her books get wet. Look how happy she is. She must have them covered, although this detail cannot be ascertained from the picture. Most children selected one of two wrong answers: "The rain will not hurt the books" or "Mary is taking good care of the books." I arrived at the right answer only through devious adult logic: If the children were right, two answers would be valid. Two answers cannot be right on a standardized test. Therefore Mary's books are not covered!

Two other children engaged in a verbal battle over the drawing of a lady shopping. "The man weighs the fruit before Mother buys it" (the correct answer) couldn't be right, according to one girl. "Where will Mother put the fruit he's weighing? She's already carrying one bag that is too full." Her classmate tried to demonstrate how Mother could carry another bag. The first girl remained unconvinced.

Whatever weaknesses their answers might have, greater reading skill, no matter how we defined it, would not have helped these children avoid their mistakes.

These are examples, which can be found over and over again, of children penalized for the very qualities one most dearly treasures in them: their dogged determination to make sense of the written word, to use their own experiences, to trust their own good sense, to respect the values of their families.

--Deborah Meier
Reading Failure and the Tests

Individual student assessment is a continuous process, however, as Daniel Purdom explains in the IDEA monograph Exploring the Nongraded School; and "consequently, it is a time-consuming task.

> To make it more feasible to evaluate each individual continuously, the purchase and use of as many self-assessing instruments and materials as possible are recommended. The learner should be given much of the responsibility and many of the necessary tools for this self-evaluation. Not only does this technique promote implementation of the evaluative program, but it also seems to be consistent with the desire for each individual to be self-reliant."

Two inexpensive sources of a variety of student self-assessment instruments for elementary principals to share with the staff, are the PRS report The Principal as Educator, published by the Center for Urban Education in New York City, and the paperback Recording Children's Progress, by Joan Dean.

The Principal as Educator focuses on the principal of an inner-city school who enacts the role of the "head teacher." Her relationships with students, parents, and the teaching staff are explored. The instructional program centers around reading; and after the first grade, grouping of children is by reading ability, as determined by standardized tests. Ongoing individual assessment allows for intra-class "streaming" during the year, however. The Principal as Educator includes some excellent reproductions of student assessment and self-assessment instruments, one of which we reprint on the following page.

MY DAILY RESPONSIBILITIES

Name: _____

Date	Teacher	Day	Fill in circle if completed										
			◎	◍	◍	●	◍		Home-work	?	I have had my reading conference this week. ○		
		Mon	Class Activity ○	Math ○	Reading my own book ○	Social Studies: Read questions to pic map ○	I was curious about I learned	Extra	Mon ○		I am keeping a careful record of my reading. ○		
		Tues	Class Activity ○	Math ○	Reading my own book ○	Social Studies ○	Penmanship ○	I was inquisitive today about	Tues ○	Extra	I have written my book report for this week. ○		
		Wed	Class Activity ○	Math ○	Reading my own book ○	Social Studies ○	Current Events ○	Gym ○	Wed ○	My question for today	My notebook has been checked. ○		
		Thurs	Class Activity ○	Math ○	Reading my own book ○	Science ○	Why? How? When? Where?	Extra	Thurs ○		Extra:	My current events folder is up-to-date ○	
		Fri	Assembly ○	Reading my own book ○	Library ○	Science ○	Math workbook ○	Gym ○	Fri ○	I want to know?	My word list is growing. ○		
											I visit my local public library ○		
											Extra:	I am using my free time well ○	
This week I was especially curious about:											Parent's signature:		
Next week I would especially like to learn:													

--from The Principal as Educator

Recording Children's Progress is a more comprehensive source of individual assessment instruments, since its focus is record-keeping in the modern British primary school. Examples, illustrations, and clear explanations of school records, teachers' records, and student self-assessment records for older and younger children are included. We reproduce one of the self-assessment record sheets for younger children on the following page.

> The Principal as Educator may be ordered from ERIC Document Reproduction Service, Post Office Drawer O, Bethesda, Maryland 20014. Price: $3.29 (hardcover).
> Recording Children's Progress is published by Citation Press (Library and Trade Division, Scholastic Magazines, Inc.), New York. Price: $1.75.

Individual student assessment of reading--including record-keeping by the student--is well-detailed and illustrated in Treating Reading Difficulties, by Carl B. Smith, in the section on "Correcting Reading Problems in the Classroom." Several individual skills checklists, for students of any age, are also included. A "Taxonomy of Reading Skills," with suggestions for worksheet, group, and individual activities for developing each skill, concludes the final section of the monograph. (To order, see the discussion of Treating Reading Difficulties above, pages 45-47.)

For junior and senior high school principals, the section "Using Evaluation" in Guiding Learning in the Secondary School, by John W. Renner et al, is a helpful source--both for analyzing the inadequacies of traditional tests and measures (e.g., standardized tests, published content tests, teacher-made tests), and for helping the staff develop an individual student focus. The following questions are suggested as bases

Name A. J. Week beginning February 9th 1970

Subject	Assignment	Tick	Tr	Subject	Assignment	Tick	Tr
LANGUAGE							
Literature	Stranger at green knowe	✓		Reading text	Gold 12	✓	
				Language work book	Punctuation 32	✓	
Writing	Story	✓		Language work sheet			
	Poem about water	✓		Handwriting	Card 38	✓	
Free study	Read Tom's midnight garden	✓		Spelling	Tunnel, result season, retreat either	✓	
MATHEMATICS							
Shapes	Practical work from card 4A			Bookwork	Exercise 4E P.42 (division)	✓	
Measurement				Board work	Addition practice	✓	
Number	Card 87			Tables	7x Learnt Revised 6x	✓	
OTHER STUDIES							
Science							
Materials	Made collage to go with poem about water						
Environmental studies	Wrote about visit to pond - Looked up things we found						
Group projects	Worked on pond weed book						
Personal issues	Costume Book Drew and wrote about Elizabethans						
Cooking	Made Scones Made fairy cakes						
Free choice	Read						

	M	T	W	Th	F
Reading	✓	✓	✓	✓	✓
Writing	✓			✓	
Reading (a)		✓	✓	✓	✓
Language	✓		✓		
Handwriting		✓			
Spelling	✓	✓			✓
Shapes	✓		✓		✓
Measurement					
Number		✓			
Book work		✓	✓		
Board work					✓
Tables	✓	✓	✓	✓	✓
Science					
Materials	✓			✓	✓
Env. studies	✓		✓		✓
Group projects	✓	✓		✓	✓
Personal issues			✓	✓	
Cooking	✓			✓	✓

--from Recording Children's Progress

for individual student evaluation:

1. Is the student able to adequately identify the problem he is attempting to solve? Can he outline clearly his investigative approach?

2. Does the student properly organize and describe the information he has found pertaining to his problem?

3. When the student studies the information he has gathered pertaining to his problem, can he accurately determine what theories that information will substantiate?

4. Is the student able to draw conclusions pertaining to his problem from the information he has gained in his investigation?

5. Is the student capable of approaching another problem, using the conclusions drawn from the investigation of a previous problem?

The authors of Guiding Learning in the Secondary School also advocate student self-evaluation, but advise that it take the form of a joint inquiry by teacher and student. Criteria for the joint approach to student evaluation are given, and related to a sample study lesson on the Constitution that utilizes the inquiry method.

Guiding Learning in the Secondary School is published by Harper & Row, New York. Price: $5.95.

For principals with teaching teams, the individual assessment and evaluation of students in team teaching clusters is outlined above, on page 41, in the section "Evaluation" from Focus on the Individual--A Leadership Responsibility, by J. Lloyd Trump and Lois Karasik. Individual record-keeping for teachers in teaching teams is also well-illustrated in Recording Children's Progress.

ARE YOU INTERESTED IN CHANGING YOUR PRESENT GRADING SYSTEM?

WAD-JA-GET? The Grading Game in American Education, by Sidney B. Simon et al, is a practical resource for studying and planning alternatives to the present system of grades and marks. Appendix B lists eight alternative grading systems. New York: Hart Publishing Co., 1971. Price: $2.95.

See also "The Great American Grading Game," by Sidney B. Simon and Lois Hart, The National Elementary Principal, November/December 1973.

Assessment and evaluation--of the school program, of teachers, and of students--is generally an area of need for the principals in our program. As a result, there are few competencies relating to assessment and evaluation in the set of Right to Read leadership competencies.

To further evaluate your role performance in the area of program, teacher, and student assessment and evaluation, rate yourself on the following competencies developed by Bank Street's Program for the Development of the Elementary School Principal as an Educational Leader. Use the same code for self-rating as above:

S - if you feel that the competency is one of your leadership strengths;

OK - if you feel that your performance of the competency is average or adequate;

W - if you do not perform the competency but feel that you should; or if your performance of the competency is below average or ineffective;

NR - if the competency is not relevant to your role or to your school setting.

1. Works with parents, teachers, and other school personnel to develop goals and objectives for the school. ____

2. Analyzes the climate for change in the school setting and outlines strategies for change to teachers and other school personnel. ____

3. Enables teachers and other school personnel to implement strategies for carrying out school objectives. ____

4. Works with teachers and other school personnel to develop and implement an assessment program for measuring the school's effectiveness. ____

5. Helps teaching staff develop procedures for:

   a) diagnosing the learning needs of students ____

   b) diagnosing the learning styles of students ____

   c) identifying the special strengths, needs, abilities and interests of students. ____

6. Helps teaching staff develop record keeping and assessment procedures for evaluating individual student learning. ____

7. Gives feedback to teachers based on regular observation of classroom role performance and student interaction. ____

8. Identifies those aspects of a teacher's performance in need of development and suggests alternative approaches to improvement. ____

9. Identifies and provides consultants in areas of staff need. ____

HELPING THE STAFF DEVELOP AN EFFECTIVE ENVIRONMENT FOR READING

A rich human environment characterizes most of the schools in our program. A rich learning environment is still a need in many schools, however.

In our interviews with the principals in our program--from which the Right to Read leadership competencies were derived--no principal discussed working with the staff to develop the school environment. Competencies defining this function of the principal's role are therefore not included among the Right to Read leadership competencies.

To help you evaluate your own role in developing the learning environment in your school, competencies in this area developed by Bank Street's Program for the Development of the Elementary School Principal as an Educational Leader are listed on the opposite page. Use the same code for self-rating as above.

Since a rich learning environment in the school provides an effective environment for reading, our second administrative seminar for the participants in our program--held at Bank Street College in February 1974--focused on school and classroom learning environments. The principals and their curriculum or reading coordinators were able to gather ideas and materials for enriching the environment in their own schools by visiting and observing in Bank Street's School for Children, several of the schools of principals in the Program for the Development of the Elementary School as an Educational Leader, and the Freeport (N.Y.) High School of Right to Read Principal William McElroy.

S - strength
OK - average performance
W - weakness
NR - not relevant to own role

1. Works with the staff to develop alternative uses of space and staff-student groupings, to provide a variety of settings for learning. ____

2. Works with the staff to develop an aesthetically stimulating school environment that includes the qualitative selection and display of:

   a) students' work; ____

   b) traditional and contemporary artworks in a variety of media (e.g., painting, sculpture, collage, mobile, etc.) ____

   c) such natural elements as plants, animals, fossils, minerals, etc. for tactile and other experiential learning activities. ____

3. Works with the staff to develop a multi-cultural perspective in the environment and learning experiences of the student (e.g., in school displays, assemblies, and special events; language arts and social studies curricula; bilingual education; etc.) ____

4. Works with the staff to develop an emphasis on contemporary life and problems (e.g., war, poverty, racism, pollution, sex education, consumer protection, etc.) in the school environment and learning experiences of the student. ____

5. Plans and implements a program of student activities, both during and after school, to offer a variety of options for students in terms of their individual interests and abilities. ____

6. Works with staff and students to develop shared responsibility for the care and maintenance of the total physical environment. ____

SOME THOUGHTS ABOUT SKILLS

As principals, ask yourselves--what do our children need in our school, and what would be nice to teach them if we could afford it? When skills take over and word recognition becomes an end in itself, you lose the whole essence of reading.
You cannot neglect skills, but you must balance your program by emphasizing all three of these topics: skills, comprehension ability, and critical thinking.

Phonics
There is a general trend towards over-teaching of phonics. Just remember, 'a little dab will do you!' Over-teaching of phonics can cause students to lose meaning and speed. Phonics is better with spelling than reading anyway, and as for decoding--that's pure exercise.

Comprehension skills
Yes, these are important, but wouldn't it be better to discuss comprehension abilities? Comprehension does not mean an automatic response, and besides, there are two types of reading materials--discourse and non-discourse --which call for different skills.
Discourse is the world of fact, information, and logical judgment. There is a difference between the reading of discourse, which is logical, analyzable, and verifiable, and the reading of non-discourse, which is an aesthetic ordering. In discourse, you can test for verifiability, but in non-discourse, in stories and poems, you cannot test. Stories and poems are built on relationships, thoughts, and feelings, and the test is not verification. Above all, we must help our children to read fiction critically. A balanced reading program contains opportunities to understand and experience both types.

Critical reading
We need to teach quite early that no writer ever says everything about every subject. Though the writer seems to be nowhere on the printed page, he is everywhere from what he brings to it. Also, the writer is going to do everything in his power to get you going where he wants you to go, and it is the reader who must choose whether he wants to go there or not.

--Dr. Leland B. Jacobs
From an address at the Winter Right to Read Administrative Seminar, Bank Street College, February 1974

Principal Dick Anderson & students --Program for the Development of the Elementary School Principal as an Educational Leader

A classroom in Bank Street's School for Children

The following questions, suggested by language arts consultant Miriam Marecek (our Program Associate), may be used as a checklist for assessing the reading environment in your school. A list of "Things That Kids Will Read," prepared by Ms. Marecek, also follows.

--Are there intimate and inviting reading areas throughout the school building--in hallways, corners, entrance or waiting areas, stairway landings--and in every classroom? Is a variety of reading materials attractively displayed in each area?

--Does the environment offer reading materials that reflect the students' backgrounds, interests, and abilities? Are there books at all reading levels?

--Is there ample evidence of students' writings and other "products" on display throughout the school building and in every classroom? Is their work displayed with dignity?

--Is the library comfortable for browsing, and are students at all times allowed to go in and enjoy books and other media?

--Are films, filmstrips, tapes, and other non-print media available in the library?

--Does an emphasis on reading permeate the total curriculum? Is there articulation between grades and subject areas?

--Are music, singing, films, and the graphic arts integrated with the activity of reading?

--Do teachers read stories and poetry to students every day? Do <u>you</u>?

--Do students have some opportunity to work in pairs or in small groups? Do they read and share materials of real interest with their friends?

--Are older children sometimes paired as helpers with younger children?

Things That Kids <u>Will</u> Read

1. Advertisements, posters, programs from theaters and concerts.
2. Automobile manuals.
3. Telephone directories.
4. Road maps; brochures from travel agencies.
5. Buttons; stickers; decals.
6. Menues; cookbooks.
7. Catalogues; almanacs; world records.
8. Plane, bus, and train schedules.
9. TV guides.
10. Labels from packages.
11. "How to" manuals on macrame, knitting, woodworking, painting, electricity, etc.

12. Collections of plastic models--with directions.

13. Puzzles; games of chess, checkers, dominoes, monopoly--with directions.

14. Wilderness survival guides.

15. Yoga manuals.

16. News--a variety of newspapers and magazines, some in foreign languages.

17. Comic books.

18. Song books; sheet music.

19. Lists of top records.

20. Greeting cards.

21. Party invitations.

22. Comparative price lists from various materials.

23. Other students' writing--on bulletin boards; in student-made books.

24. Matchbook collections.

25. Lots and lots and lots of paperback books.

In addition to providing "things that kids will read," how can you help teachers turn students on to books? The following list of suggestions for you to share with the staff was prepared by three of the participants in our program: Principals Breck Alexander and John Conyers, and Reading Specialist Connie Wood.

1. A designated time for reading--everyone in the entire school reads "anything and everything" during this time. All activity ceases except reading.
2. Student newspaper.
3. Student diaries.
4. Student-made books--upper-grade students make books using high-frequency words, and illustrate them; then give them to younger students.
5. Artist-in-Residence programs.
6. RIF (Reading Is Fundamental program), Smithsonian Institute.
7. Before-school and after-school reading lab service.
8. Lots of field trips, and follow-up reports by students.
9. A photography club--students photograph each other, and write about it.
10. Creative dramatics.
11. Choral readings.
12. Parent involvement--suggestions to parents to buy books and read with children at home.
13. Senior citizens--share talents (quilting, whittling, etc.) and read to students.
14. Special story times for pre-school children.
15. Story times for older students--read aloud to them, dramatizing parts of stories to make literature "come alive."
16. Bulletin boards--have students design displays relating to stories read in class.

If your role as resource person for the staff is similar to that of most of the principals in our program, you are continually adding to your knowledge of available reading programs and materials, and passing on your findings to the staff. Here is a list of unusual and highly motivational reading programs for you to preview, if you are not already familiar with them.

SOME PROGRAMS WORTH LOOKING AT
prepared by
Miriam Marecek

For elementary school readers:

World of Language - Follett Education Corp.
1010 West Washington Blvd.
Chicago, Illinois 60607

Composing Language - Macmillan Publishing Co., Inc.
100 Brown Street
Riverside, New Jersey 08075

Language Experiences in Early Childhood - Encyclopedia Britannica
425 North Michigan Avenue
Chicago, Illinois 60611

Monster Books - Bowmar Publishing Co.
Box 3623
Glendale, Ca. 91201

For junior and senior high school readers:

Language of Man - Includes "Man in the Fictional Mode"
"Man in the Poetic Mode"
"Man in the Dramatic Mode"
"Man in the Expository Mode"

- McDougal Littell & Co.
Box 1667
Evanston, Illinois 60204

Go-Reading in the Content Area - For the junior high "hard to reach" reader; focuses on the areas of literature, social studies, mathematics, and science

(Go-Reading in the Content Area) - Scholastic Press
50 West 44th Street
New York, N. Y. 10036

Tempo Series - Includes "Changing"
"Off-Beat"
"Up from Zero"
"Free and Easy"

- Low-readability level materials with high interest relevancy for the disinterested adolescent reader; accompanying skills program motivates peer group sharing and discussion

- Macmillan Publishing Co., Inc.
100 Brown Street
Riverside, New Jersey 08075

Other individualized reading programs and kits:

One to One - Practical individualized reading program conceived and developed by Dr. Leland B. Jacobs

- Prentice-Hall Publishers

Englewood Cliffs, New Jersey 07632

Individualized Reading Program - Scholastic Magazines
902 Sylan Avenue
Englewood Cliffs, New Jersey 07632

Interaction - Cards of activities that students can do individually, with a partner, in small groups or in large groups

- Houghton Mifflin
551 - 5th Avenue
New York, New York 10017

> Children are really pretty good readers before they come to school. They read the expressions on the faces of their family and friends. They read buildings, knowing which is a store, a church, a home, etc. They can read plants, knowing flowers, vegetables, weeds, etc. So you can truthfully say--you really know how to read many things. But these black marks on paper are reading too and it's not so easy, but I'm going to help you.
>
> --Leland B. Jacobs

FREDDIE

Beverly Hannum and Seymour Reit

EVERYBODY ALWAYS KEEPS BUGGING ME TO CHANGE THE WAY I LOOK...

1

MY MOTHER NAGS ME TO PUT ON SOME CLEAN CLOTHES...

2

MY OLD MAN SAYS I LOOK LIKE AN UNMADE BED...

3

MY BEST FRIEND, CHICO, STOPPED TALKING TO ME...

4

MY OTHER FRIENDS VOTED ME "SLOB OF THE YEAR"...

5

YESTERDAY THE TEACHER LOCKED ME OUT OF CLASS...

6

AND MY GIRL, NINA, SAID IF I DIDN'T CHANGE MY IMAGE, SHE'D SPLIT...

7

SO I FINALLY DECIDED TO TAKE THEIR ADVICE...

8

I BOUGHT A NEW HEADBAND.

9

SR

Copyright © 1974 Macmillan Publishing Co., Inc.

TOWARD A COMPETENCY-BASED
PERFORMANCE OF THE
EDUCATIONAL LEADERSHIP ROLE

SELF-DEVELOPMENT

In the foregoing pages we have developed a profile of the educational leadership role based upon personal interviews with 36 principals of elementary, junior high, and senior high schools with first-year Right to Read programs. To help you assess and evaluate your own role performance as leader of a Right to Read program, we have analyzed the functions of the educational leader as follows: Leadership Roles and Relationships; Parent/Community Interaction; and Staff Development. Competencies defining each function appear as self-rating instruments on the following pages:

LEADERSHIP ROLES AND RELATIONSHIPS:	Pages 4-11	(Competencies 22-35)
PARENT/COMMUNITY INTERACTION:	Pages 4-11 Page 44	(Competencies 35-44)
STAFF DEVELOPMENT		
a) General:	Pages 4-11	(Competencies 1 -21)
b) Assessment and Evaluation:	Page 88	
c) Enriching the School Learning Environment:	Page 90	

Since our interviews and our training program for the principals in our program focused primarily on educational leadership, administrative and management functions of the principal's role have not been dealt with. So that your evaluation of your own role performance may be more comprehensive, however, we include competencies defining PLANT MANAGEMENT AND SUPERVISION and FINANCIAL ADMINISTRATION functions--developed by Bank Street's Program for the Development of the Elementary School Principal as an Educational Leader--on the following pages. Use the same code for self-rating as above.

S - strength
OK - average performance
W - weakness
NR - not relevant to own school

PLANT MANAGEMENT AND SUPERVISION

1. Interprets and enacts the basic principles of school law, specific legal mandates, decisions of the courts, and regulations and decisions of the Commissioner of Education, as they apply to the principal's responsibilities in such areas as pupil attendance, curriculum, personnel administration, plant operation, and safety. ____

2. Knows and utilizes district regulations and union contracts with respect to personnel policies and procedures. ____

3. Personally recruits competent staff, including paraprofessionals. ____

4. Involves staff members and parents in the personnel selection process. ____

5. Develops and implements a daily schedule for classes, students, and staff that provides for efficient and effective maximum use of the physical space and facilities. ____

6. Supervises and coordinates the services of the school service staffs, including the custodial staff, secretarial staff, lunchroom staff, school aides, and parent volunteers. ____

7. Arranges for substitutes and class coverage for teacher absences, "prep" periods, release time, etc. ____

8. Periodically inspects the physical plant and initiates and carries out procedures to improve, modify, and/or make repairs. ____

9. Works with staff to develop and implement a safety program for the school.

10. Works with staff to develop procedures for reporting and handling emergency and accident situations. ____

11. Works with central administration, supervisory personnel, and other principals to promote mutual sharing of ideas, problems, expertise, resources, personnel, etc. ____

S - strength
OK - average performance
W - weakness
NR - not relevant to own school

FINANCIAL ADMINISTRATION AND DEVELOPMENT

1. Cooperates with central administration and with school staff in preparing a budget that is responsive to program, staff, and building needs. _____

2. Administers the fiscal operations of the school within established budgetary guidelines. _____

3. Maintains fiscal records and files and appropriate financial reports. _____

4. Orders or requisitions supplies, equipment, and materials. _____

5. Establishes and maintains inventories and records on the equipment, supplies, and materials in the building. _____

6. Facilitates planning for the school that anticipates future building and equipment requirements. _____

7. Acquires federal, state, and foundation support for extending and enriching the learning opportunities for students, by keeping abreast of the trends and viable sources of educational funding and--

   a) writing proposals _____

   b) involving staff and parents in writing proposals. _____

8. Involves parents and community groups in fund raising for the school. _____

DETERMINING A PRIORITY AREA OF NEED

To determine a priority area of need for your own leadership development, check your competency self-ratings by role function. The function under which you have listed the greatest number of "W" and "OK" ratings is your priority area of need.

DEVELOPING LEADERSHIP OBJECTIVES

From the competencies rated "W" and "OK" in this area, select those that represent the most immediate needs in terms of your staff and school-community setting. From this group of competencies, choose two or three that you feel most committed to performing in terms of your own role as school leader. These competencies are your leadership objectives for the year.

WORKING OUT STRATEGIES

For each leadership objective, itemize the strategies --that is, the specific means or activities--that you will follow to achieve the objective. Then establish a specific time for implementing each strategy, so that you will be able to assess your achievement of the objective in terms of what should be done when.

ESTABLISHING A TIME LINE

Not all leadership objectives will have a one-year time line. Some can be accomplished in a month or two; while others will require two, three, or even five years. The number of strategies you have found to be necessary for achieving the objective, and the total time estimated for implementing them, will determine the over-all time line for your objective.

ASSESSMENT AND EVALUATION

Periodic assessment of each leadership objective should be in terms of individual strategies, and the time you have allocated for implementing them. Evaluation of the objective is in terms of the total number of strategies implemented, within the time line estimated for achievement of the objective.

To illustrate the development of competencies into leadership objectives with strategies and a time line for assessment and evaluation, here are three examples of objectives developed by principals in our program during our third administrative seminar in April 1974.

Leadership Objective: To involve Unit Task Force parent and community members as volunteers in the reading program. By December 1974.

Strategy 1 -- Call a meeting of the Task Force for a general discussion of our reading program - September 20th.

Strategy 2 -- Establish schedule for parent and community members to observe in classrooms - by October 1st.

Strategy 3 -- Call a general meeting to discuss reading activities they observed - October 15th.

Strategy 4 -- Conference with each member individually to determine area they prefer to work in - by November 1st.

Strategy 5 -- Conference with each member and classroom teacher to work out member's participation in the program - by November 15th.

Strategy 6 -- General meeting to discuss progress and evaluate - December.

. . . . . .

Leadership Objective: To develop inner-school awareness, interaction of staff, idea sharing. September-June, 1975.

Strategy 1 -- I will schedule staff meetings in classrooms on a regular basis -- each Tuesday morning at 8:10 -- classroom meeting place assigned one week in advance of meeting date -- throughout the year.

Strategy 2 -- I will schedule myself into classrooms on a regular basis -- two classrooms per week -- by September 15th.

Strategy 3 -- I will schedule grade-level small group idea exchanges at noontime luncheons on a regular basis -- one per month -- by September 15th.

Strategy 4 -- I will include summary mention of ideas, presentations, teacher's name, etc. in weekly bulletin to parents -- i.e., include this as an item in the bulletin that is now being issued.

Strategy 5 -- I will compile the weekly summaries into an "Idea Handbook" to be issued by the close of the school year.

. . . . . .

Leadership Objective: To involve community leaders in the school, in an effort to inform them of the Right to Read Special Reading Project. By June 1974.

Strategy 1 -- Determine community organization leaders.

Strategy 2 -- Invite specific leaders for general school visitation and luncheon at school. Discuss the Right to Read Special Reading Project objectives. By end of April.

Strategy 3 -- Follow up luncheon with phone calls to each community leader. Encourage each one to come back to school for classroom visit and observation. Schedule classroom visits. May 1974.

Strategy 4 -- Meet with each community leader after classroom observation (or follow up with phone call), to discuss their observations -- also program techniques being used by teacher. Try to provide an opportunity for interaction with instructional leaders. Encourage leaders to disseminate information and observations to their organization members. May 1974.

Strategy 5 -- Follow up and assessment of response. June 1974.

Finding the time for new priorities is a major concern for most principals as they begin to formulate leadership objectives. Step one in freeing time for new priorities is to acknowledge current priorities. How you spend your time is the actual definition of your leadership role. Therefore, how you spend your time is the best indication of your current priorities.

To help you assess your current priorities in terms of the weekly expenditure of your time, we include a Principal's Log--developed by the participants and staff of Bank Street's Program for the Development of the Elementary School Principal as an Educational Leader--on the following pages. If you fill out the Log at the end of a typical week, you will be able to see what percentage of your time is spent in each of the following functions: PLANNING, ORGANIZATION AND MANAGEMENT TASKS, STAFF DEVELOPMENT TASKS, and COMMUNITY AND PUBLIC RELATIONS TASKS.

Most of the principals who have used the Log have discovered that they spend more time on Planning, Organization and Management Tasks than on Staff Development and Community and Public Relations Tasks combined. Objectives for the development of the educational leadership role, however, tend to fall in the areas of staff development and parent/community interaction.

Freeing time from routine operations and management tasks is generally a question of delegating them:

--to your secretary, for example, and helping her delegate her more routine tasks to a paraprofessional, a student aide, or a parent or community volunteer;

--to your assistant principal or curriculum coordinator, perhaps by exchanging them for some of his classroom observation and curriculum supervision responsibilities.

--to a parent or community volunteer; e.g., a senior citizen with time to give and previous job experience in business administration, management, or accounting.

Frequently, freeing time for new priorities is accomplished by scheduling an hour or two a day away from the telephone, except for genuine emergencies.

Most significantly, however, or so the principals in our leadership development programs tell us, the way to find time for your leadership objectives is: do them!

> I define leadership as the human response to the needs of a social matrix which enables it to become--to be--more fully. I find quality in leadership when, either in the rap of the moment or the deep mists of time, it improves the human condition.
>
> The new leader may speak from an alternative program in education, from the establishment of the school system, or from the university without walls; but he speaks for today. ...Radical change is the identity of today--as myriad and unequivocal as the demands of minorities, the poor, youth, and women for a liberation that leaders in education have failed to offer them. Thus, change is the imperative we must live by, if we are to survive.
>
> --Gordon J. Klopf

PRINCIPAL'S LOG

This log of your activities should be filled out at the end of a typical week. Beside each task that you did during the week, fill in the number of times you performed the task, and the total amount of time you spent on the task during the week. You should include all tasks that you did this week, including any work done at home or away from school. If your work included tasks not listed on the Log, please write them in at the end of the Log under "Other."

PLANNING, ORGANIZATION AND MANAGEMENT TASKS	Number of times	Total Time
Physical Plant, Supplies, and Materials		
1. Inspect physical plant, initiate and carry out actions to improve, modify, or make repairs.		
2. Order or requisition supplies, equipment, and materials.		
3. Distribute supplies, equipment, and materials.		
4. Inventory, file, index, catalog, supplies, equipment, and materials.		
5. Locate, deliver, run, A-V or other equipment.		
Program Planning, Budget		
6. Conduct/attend planning meetings re objectives, new programs.		
7. Evaluate objectives, programs.		
8. Prepare yearly budget.		
9. Manage daily budget activities; secure paychecks.		
10. Write proposals to outside agencies.		
Personnel Supervision and Management		
11. Supervise/evaluate and confer with custodial staff.		
12. Supervise/evaluate and confer with kitchen staff.		
13. Supervise/evaluate and confer with secretarial staff.		

PLANNING, ORGANIZATION AND MANAGEMENT TASKS (cont.)	Number of Times	Total Time
Personnel Supervision and Management (cont.)		
14. Recruit staff.		
15. Arrange for substitutes and class coverage.		
16. Check staff/student attendance and lateness.		
17. Handle teacher or other staff grievance.		
Student Placement and Activities		
18. Supervise or observe student activities, meetings, or clubs. (outside classroom)		
19. Arrange for student assignment or placement.		
20. Participate in diagnosis and evaluation of individual students.		
21. Counsel students.		
22. Conduct assembly.		
Management of Emergency Situations		
23. Supervise and provide for security of school.		
24. Conduct fire drill.		
25. Administer first aid; cope with teacher/student illnesses, accidents.		
26. Intervene in fights within school.		
27. Deal with other discipline problems within school.		
28. Prepare or write reports of emergency situations.		
29. Mediate intra-staff conflict.		
Coordination with School District		
30. Confer with District or Board of Education personnel (phone or in person).		

PLANNING, ORGANIZATION AND MANAGEMENT TASKS (cont.)	Number of Times	Total Time
Coordination with School District (cont.)		
31. Attend meetings/conferences in District office.		
32. Individual Conferences with Superintendent.		
33. Confer with other principals (phone or in person).		
34. Meet with school board members.		
Other Management Tasks		
35. Organize and manage schedule (including bus schedule, picture taking, etc.)		
36. Correspondence (read and respond).		
37. Plan for/supervise lunchroom activities.		
38. Arrange for student transportation (trips, etc.)		
39. Write or prepare routine reports.		
40. Conferences with consultants or specialists.		
STAFF DEVELOPMENT TASKS Planning for Staff Development		
41. Plan inservice training sessions.		
42. Provide materials for staff professional library. (ordering, circulating, arranging displays, etc.)		
43. Arrange for guest speakers.		
44. Arrange for resource personnel or consultants from outside school to work with staff.		
45. Arrange for inter-school visits for staff.		
46. Arrange intra-school visits for staff.		
Faculty and Grade Level Meetings		
47. Conduct faculty or grade level meeting, conference, or workshop.		

STAFF DEVELOPMENT TASKS (cont.)	Number of Times	Total Time
Faculty and Grade Level Meetings (cont.)		
48. Attend faculty or grade level meetings, conference, or workshop.		
Observation, Demonstration, Individual Conference		
49. Individual conference with teacher, aide, or para regarding his/her performance.		
50. Classroom observation for formal teacher evaluation.		
51. Informal observation of classroom activities.		
52. Give demonstration lesson.		
Meeting/Conference with Ancillary Staff		
53. Conduct/attend meeting with ancillary staff (Guidance, Psychologist, etc.)		
54. Individual Conference with ancillary staff.		
Other Staff Development		
55. Review plan books.		
56. Write reports re staff.		
57. Write communications (newsletter, bulletin to staff).		
58. Conduct/attend meetings with committees or groups of teachers other than above.		
COMMUNITY AND PUBLIC RELATIONS TASKS		
Parent Activities		
59. Attend Parent Association or Parent Advisory Board meeting.		
60. Attend/conduct grade level or class parent meeting.		
61. Individual conference with parent. (phone or in person).		

COMMUNITY AND PUBLIC RELATIONS TASKS (cont.)	Number of Times	Total Time
Parent Activities (cont.)		
62. Attend/conduct meetings with parent or community committees.		
63. Make home visit.		
64. Attend/conduct parent workshops.		
65. Arrange for facilities for parent and community groups.		
66. Recruit and meet with parent or community volunteers.		
67. Handle parent grievance.		
Community Activities		
68. Community counseling.		
69. Participate in community celebrations and projects.		
70. Attend meetings of community groups.		
71. Liaison with community agencies (health, social, welfare, police).		
72. Conduct/administer community questionnaires and interviews.		
73. Prepare community newsletter.		
74. Radio, TV, and other speaking appearances.		
75. Prepare and evaluate other public relations materials.		
76. Arrange and host visits for people to see school.		
77. Organize programs that community members are invited to.		
78. Meet with staff re community relations.		
79. Establish calendar of events.		
80. Arrange for students' participation in community relations.		

COMMUNITY AND PUBLIC RELATIONS TASKS (cont.)	Number of Times	Total Time
Community Activities (cont.)		
81. Mediate teacher/parent conflict.		
82. Mediate parent/parent conflict.		
MISCELLANEOUS		
Professional Development		
83. Attend other meetings, conferences, seminars.		
84. Visit other schools.		
85. Read books, journals, etc.		
Teaching		
86. Teach or work with groups of students (for purposes other than demonstration).		
Other		

A NOTE ABOUT THE
BANK STREET COLLEGE OF EDUCATION
RIGHT TO READ ADMINISTRATIVE LEADERSHIP PROGRAM

The basic premise of the Right to Read Administrative Leadership Program conducted by Bank Street College of Education was that the school principal is the instructional and curriculum leader in his school. The program was designed to be an experiential approach to leadership development.

During the academic year 1973-74, Bank Street College developed and conducted a training program for 46 principal administrators (36 elementary and 10 secondary) located in 14 states. Training experiences were designed, relevant to the individual needs of each of the participants. School sites were visited and analyzed, and principals were interviewed individually to analyze his or her own role and to determine his or her leadership needs.

Nine "small group" seminars in the field involved principals and administrative staff in problem solving, role playing, reading workshops (e.g., how to create an enriched learning environment), and other experiential activities. Emphasis was also placed on the principal's leadership role with parents in the community, particularly in the development of reading program planning and responsibilities of the Unit Task Force -- representative staff, parent, community group mandated under the national Right to Read program. In addition to the seminars, Bank Street staff conducted in-service workshops at many school sites to aid the principal in strengthening his or her school's staff development program.

The Bank Street Right to Read Administrative Leadership Program had as an objective also the development of this resource book for distribution to all Right to Read principals. Developing the Leadership Role was conceived and written to reflect the program's individualized approach to development of the principal as an educational leader responsible for administration of his or her Right to Read program, for its programmatic substance, and for its staff's training.

Jerome R. Shapirc
Program Director

PROGRAM STAFF

Jerome R. Shapiro	Program Director
Frances Kaufman	Program Associate
Miriam Marecek	Program Associate
Sallie M. Blake	Program Analyst
Judith C. Burnes	Program Analyst
Helen Jackson	Secretary
Myrna Mohel	Secretary
Gordon J. Klopf	Leadership Consultant
Gordon H. Mack	Leadership Consultant
Kay Sardo	Reading Consultant
Hyman Wolotsky	Program Consultant
Seymour Reit	Illustrator

APPENDIX:

THE PRINCIPAL'S BOOKCASE

In our Right to Read Administrative Leadership Program we stressed the role of the principal as a reader. During his opening address to the participants in our program, Bank Street's Dean Gordon J. Klopf spoke of the principal's office as a resource for reading, and of the principal himself as one who continually shares books, articles, and ideas gleaned from his own reading with the staff, students, and parents in his school community.

From this perspective the following, highly selective listing of books and periodicals is offered in illustration of the kinds of reading materials one might expect to find in the principal's bookcase.

TEN MODERN CLASSICS

For Re-reading and Renewal

Ashton-Warner, Sylvia. TEACHER. New York: Bantam Books, 1971.*

Reading--of self, others, and the printed word--is the focus in this first-person recollection of the author's experiences teaching Maori children in New Zealand. The trial-and-error development of her Creative Teaching Scheme, with its key vocabulary of words that are a "book" of direct experiential meaning and emotional significance for the child, is a primer for all educators committed to 'individualized instruction.'

Dewey, John. EXPERIENCE AND EDUCATION. New York: Collier Books, 1963.*

Surely the shortest, clearest, and soundest rationale for experiential education--by its foremost proponent.

Erikson, Erik H. CHILDHOOD AND SOCIETY. 2nd revised edition. New York: W. W. Norton & Company, Inc., 1963.*

Human development viewed as psychosocial, and classified in eight progressive stages from infancy through old age. Ego conflicts defining each stage are a revelation and a guide to the educator of children and adults.

Friedenberg, Edgar Z. THE VANISHING ADOLESCENT. New York: Dell Publishing Co., Inc., 1959.*

A perceptive and impassioned eulogy of the adolescent personality--and a bleak analysis of the public school system that stifles it. School criticism is easy to come by nowadays, but the author's tenderly analytical, often anecdotal descriptions of adolescents are worth re- and re-reading, for renewal of our own adolescent integrity.

Glazer, Nathan and Daniel Patrick Moynihan. BEYOND THE MELTING POT. Cambridge, Massachusetts: MIT Press, 1963.*

The controversial study of ethnic minorities and their efforts to maintain distinct identities in the mainstream of American urban life.

HARVARD EDUCATIONAL REVIEW. Cambridge, Massachusetts: Harvard University.

Or, how to find out today what's happening tomorrow. This impeccable 'class' journal of research, scholarship, and current practice in education is a first-class weathervane of trends and issues in the field. "Must" reading for the educational change agent.

Neill, A. S. SUMMERHILL. New York: Hart Publishing Company, 1960.*

The pioneer model of the modern free school. Neill's views on education vs. teaching kids to take tests make valuable re-reading today, particularly in light of the known inequities of the "standardized" tests by which we judge our children's learning.

Piaget, Jean. THE ORIGINS OF INTELLIGENCE IN CHILDREN, tr. Margaret Cook. New York: W. W. Norton & Company, Inc., 1952.*

The six stages of cognitive development in children, as first explicated by the maverick originator of "genetic epistemology."

Rogers, Carl R. ON BECOMING A PERSON. Boston: Houghton Mifflin Company, 1961.*

Lessons in humanism by a model enabler of self-actualization in others. A warm, loving, inspirational account of the development of the author's practice and theory of "client-centered" psychotherapy, written for the layman.

Sarason, Seymour B. THE CREATION OF SETTINGS AND THE FUTURE SOCIETIES. San Francisco: Jossey-Bass Inc., Publishers, 1972.

The problems of social change, and leadership for change, related to the creation of social "settings" --from marriage to large-scale organizations and social systems. A brilliant and cautionary perspective on the realities of effecting change in schools and other social arenas, by the author of The Culture of the School and the Problem of Change.

AND TWO RECENT STUDIES

Of Specific Relevance to Schoolpeople

Banks, James A., ed. TEACHING ETHNIC STUDIES: CONCEPTS AND STRATEGIES. Washington, D.C.: NEA National Council for the Social Studies, 1973.*

Hard-hitting essays with an experiential focus define the racial stereotypes and prejudices that pervade American society, and introduce the educator to the cultural values and defenses of black American, Puerto Rican, Chicano, native American, and Asian American children. Essays directed to the teacher (Part II) are loaded with valuable teaching strategies and programmatic suggestions: but they should be previewed and selected with care for the teacher who is ready to learn from them. These are all trenchant writings--and tough.

Nielsen, Waldemar A. THE BIG FOUNDATIONS. New York: Columbia University Press, 1972.

The role of the major foundations--and by implication, of American business and industry--in determining what kinds of changes shall be made in the ed biz.

PLUS TWO

Especially for Parents

Lurie, Ellen. HOW TO CHANGE THE SCHOOLS: A PARENT'S ACTION HANDBOOK ON HOW TO FIGHT THE SYSTEM. New York: Random House, 1970.

The title speaks for the contents--a result of the author's 15-year struggle to make the public schools effective enough to educate her five children. Both informed and informative, this detailed blueprint for action is for sharing with parents who really want to become involved in school change--by principals who really want their involvement.

Postman, Neil and Charles Weingartner. THE SCHOOL BOOK. New York: Delacorte Press, 1973.

A sweeping overview of the American school scene, followed by brief, informative, pungent definitions of the various positions and schools of thought characterizing modern schools and the critics of modern schools. A good, though rather tongue-in-cheek primer for parents (and others) who have slept through the past 15 years of 'reform' in public education.

A SHELF OF CLASSROOM AND CURRICULUM IDEABOOKS

To Share with the Staff

Brown, Rosellen et al, eds. THE WHOLE WORD CATALOGUE. New York: Teachers and Writers Collaborative, Inc., 1972.*

Originally one of the quarterly newsletters published by this talented group of teaching writers, the Catalogue is now in its fourth printing as a sourcebook of suggested assignments for student writings of all kinds--and all ages, though the focus is on the elementary school. Illustrated throughout by the mind-blowing poems and stories of New York City elementary school children. Also includes a center section of materials for simple classroom display and reproduction of student writings--e.g., paper constructions, hand and press printing--with diagrams and instructions; and a checklist of "teaching tools." A great resource for drawing forth the natural creative expressiveness of every child.

Cole, Ann et al. RECIPES FOR FUN. Northfield, Illinois: PAR Project, 1971.*

A well-designed, charmingly illustrated series of diagrammed instructions for teachers and/or parents to follow in doing various experiential learning activities with children. The focus is early childhood, but many activities are adaptable to the older primary grades (e.g., puppetry, mask-making, story dramatization).

Daniels, Steven. HOW 2 GERBILS, 20 GOLDFISH, 200 GAMES, 2000 BOOKS, AND I TAUGHT THEM HOW TO READ. Philadelphia: The Westminster Press, 1971.*

This vivid, humorous narrative of the author's experiences teaching reading to "unteachable" junior high kids in a ghetto school, is also a sourcebook of practical information and advice on individualized curriculum and assessment, materials, teaching techniques, and parent involvement. There is also an excellent bibliography of books (mostly paperback) that his students enjoyed reading--grouped into six reading levels from 0.1 to 7.0 and up.

EDC NEWS. Newton Massachusetts: Education Development Center.

A free semiannual newsletter published by these most innovative developers of curriculum materials--e.g., Elementary Science Study (ESS) and Man: A Course of Study, among others. Describes current projects in social studies, science, math, open education, media, etc., and materials available. Ideas and experiences submitted by readers are also featured. Write and ask to be put on the mailing list.

FARALLONES SCRAPBOOK ("Making Places, Changing Spaces, in Schools, at Home, and Within Ourselves"). New York: Random House, Inc., 1971.*

"Education is life itself, not preparing for life" is the philosophy expressed throughout this softcover ideabook. Photographs, drawings, diagrams, instructions, and a running commentary that reads more like poetry present a thousand and one creative possibilities for teachers and students together to "learn by doing" as they develop the potential of their common environment. Activities illustrated range from the most elementary paper construction to building a geodesic dome. Materials suggested are the simplest and cheapest--from cardboard and styrofoam to junk and scrap. Also includes a source list of free materials, and where to find them.

LEARNING: The Magazine for Creative Teaching. Palo Alto, California: Education Today Company, Inc.

Published nine times a year (during the school year), Learning is generally the best available commercial resource of ideas, programs, and materials for innovative and individualized elementary school teaching.

Pavlich, Vita and Eleanor Rosenast. SURVIVAL KIT FOR SUBSTITUTES. New York: Citation Press, 1974.*

Clearly-stated and tempting instructions for a variety of learning activities in each and every elementary school curriculum area. A boon for substitutes--and teachers!

A USEFUL LIST OF CLASSROOM ITEMS THAT CAN BE SCROUNGED OR PURCHASED. Newton, Massachusetts: Education Development Center, n.d.

Though an Early Childhood Education Study publication, this 72¢ materials list is by no means restricted to use in the early grades. The list is in

three parts: a "scrounge list"; "free and inexpensive materials--grouped by classroom activity"; and "supplies and materials to be purchased," with prices and addresses of suppliers. No illustrations, but a rich source of materials possibilities for experiential learning.

Warner, Dianne and Jeanne Quill. BEAUTIFUL JUNK. Washington, D.C.: U.S. Government Printing Office, n.d.

This 25¢ pamphlet produced by Project Head Start lists sources of free "junk" materials--where to find them, and how to use them (illustrated by drawings). There is also a section of "fun materials to save." Focus is on the early grades.

Weinstock, Ruth. THE GREENING OF THE HIGH SCHOOL. New York: Educational Facilities Laboratories, 1973.*

A beautifully designed and illustrated report, written with wit and perspicacity. The section on alternative high schools is exciting and hopeful: but the need for much broader and more varied change--to meet the manifold needs of an already changed population "as unlike the generations of youth that preceded it as Andy Hardy is from Abbie Hoffman"--is the theme throughout. Recommendations for change make this an ideabook for educators whose definition of school is not dependent upon walls, desks, and schedules.

Wurman, Richard Saul, ed. YELLOW PAGES OF LEARNING RESOURCES. Cambridge, Massachusetts: MIT Press, 1972.*

Alphabetized listing of people and places common to most communities--e.g., newspaper plant, pharmacist, greenhouse, bakery, union boss, electrician, hospital, etc.--with a "What You Can Learn From _____" heading and a comprehensive, clearly-stated checklist of suggestions for using each as a resource for learning. Well illustrated by drawings and diagrams, this functional sourcebook is an excellent resource for developing elementary and junior high students' community awareness and involvement.

Yanes, Samuel and Cia Holdorf, eds. BIG ROCK CANDY MOUNTAIN. New York: Delacorte Press, 1972.*

Like its parent resource, the Whole Earth Catalogue, this oversized sourcebook is a fascinating and far-out alembic of ideas, resources, materials, quotations or reviews of other sources, and designs for living. Whether or not your teachers will follow many of the suggestions is not the point--it's the "uplift" from browsing through them that counts!

A CORNER FOR STUDENT WRITING

To Lend to Students

Bush, Terri and June Jordan, eds. THE VOICE OF THE CHILDREN. New York: Holt, Rinehart & Winston, Inc., 1970.*

Poems by black and Puerto Rican junior high students who had been writing together for four years (in a workshop begun by the Teachers and Writers Collaborative), illustrated by photographs. These poems were written for other children to read, and they are superb.

HAVE YOU SEEN A COMET? New York: The John Day Company for UNICEF, 1971.*

Children's art and writing from around the world. Fine color reproductions of their paintings and drawings provide a vivid accompaniment to stories, poems, and essays by children of varied ages, backgrounds, and perceptions. Non-English writings are printed in both languages--an intriguing introduction to the many shapes and alphabets of speech! An affective and entertaining anthology for all ages.

Mirthes, Caroline, ed. CAN'T YOU HEAR ME TALKIN' TO YOU? New York: Bantam Books, 1971.*

Essays and scraps of essays by a 6th grade class in a New York City ghetto school, grouped by theme. These are honest and searching writings--exciting for other 6th graders and junior high students to read and discuss (and a good source of writing topics for teachers).

STONE SOUP: A Journal of Children's Literature. Santa Cruz, California (Box 83).

Published three times a year--in November, February, and May--this magazine of children's art, stories, poems, and book reviews is a delicious collection of free (uncensored and unedited) and creative expression. Great for elementary school children to read--and contribute to!

Wertheim, Bill, ed. TALKIN' ABOUT US. New York: New Century, 1970.*

A collection of the writings of high school students in Upward Bound programs all over the country. A multi-cultural potpourri of style and focus, the writing is generally first-rate--and fascinating to read.

Wigginton, Eliot, ed. FOXFIRE BOOK. New York: Anchor Books, 1972.*

The subtitle of this collection from the early issues of the small-town Appalachian high school magazine of the same name, gives something of its flavor--"Hog Dressing, Log Cabin Building, Mountain Crafts, Food Planting by

the Signs, Snake Lore, Hunting Tales, Faith Healing, Moonshining, and Other Affairs of Plain Living." But nothing really captures the essence of this loving and lovingly-crafted record of a culture except Foxfire itself (and Foxfire Two, a second collection available from the same publisher).

AND A SELECTION OF PUBLICATIONS ON LEADERSHIP

With a Focus on the Principalship

Becker, Gerald et al. ELEMENTARY SCHOOL PRINCIPALS AND THEIR SCHOOLS: BEACONS OF BRILLIANCE AND POTHOLES OF PESTILENCE. Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, 1971.*

A lucid survey of the problems and needs of 300 "representative" elementary school principals.

Bennis, Warren G. et al. THE PLANNING OF CHANGE. New York: Holt, Rinehart & Winston, Inc., 1961.

Though leadership per se is not its focus, this compendious volume of readings on planned social change and change processes provides the educational leader with the conceptual bases for effectively enacting the role of the change agent.

- Defining Leadership As It Applies to School Administrators. NASSP BULLETIN # 376, November 1973.

Perspectives on the Principalship. NASSP BULLETIN #368, December 1972.

-- Epstein, Benjamin. PRINCIPALS: AN ORGANIZED FORCE FOR LEADERSHIP. Reston, Virginia: National Association of Secondary School Principals, 1974.

Hilston, Charles R., dir. THE PRINCIPALSHIP: JOB SPECIFICATIONS AND SALARY CONSIDERATIONS FOR THE 70'S. Reston, Virginia: National - Association of Secondary School Principals, 1970.

Four recent NASSP studies of relevance to secondary school leaders.

Mitchell, Donald P., dir. LEADERSHIP IN PUBLIC EDUCATION STUDY: A Look At the Overlooked. Washington, D.C.: Academy for Educational Development, 1972.*

Though primarily a research profile of the "average school principal"--both elementary and secondary--and his educational background, a concluding section on "A Plan for Principal Improvement" offers some insightful questions and suggestions for school principals committed to developing the educational leadership role.

THE NATIONAL ELEMENTARY PRINCIPAL. Washington, D.C.: National Association of Elementary School Principals.

This pacesetting periodical with its continuing experiential focus on innovative leadership should be "must" reading for every school principal. See particularly Chautauqua '74: "The Remaking of the Principalship" (the March/April, May/June, July/August, and September/October issues).

Novotney, Jerrold M., ed. THE PRINCIPAL AND THE CHALLENGE OF CHANGE. Dayton, Ohio: Institute for the Development of Educational Activities, Inc., 1968.*

IDEA's commitment to planned change and view that "the principal is in a leadership role where he can release the human potential of the school" set the tone for this group of essays on humanistic leadership and decision-making. There is also a well-annotated bibliography of books and articles on change and change processes.

PRINCEPS. New York: The Bank Street College of Education.

Occasional papers published by The Program for the Development of the Role of the Elementary School Principal as an Educational Leader report the rationale, training processes, and outcomes of this experimental re-training program for 12 selected volunteer elementary school principals.

Stogdill, Ralph M. HANDBOOK OF LEADERSHIP: A SURVEY OF THEORY AND RESEARCH. New York: The Free Press, 1974.

This "organized inventory of all the published research findings on leadership" is a cogent analysis of 3000 books and articles--divided into 40 major topics, with a complete bibliography. Weighty and definitive.

Wolcott, Harry F. THE MAN IN THE PRINCIPAL'S OFFICE. New York: Holt, Rinehart & Winston, Inc., 1973.*

Employing the anthropological method of ethnography, the author explores in depth the childhood, education, socialization, family and colleague relationships, and daily routine of a representative middle-American elementary school principal, as a means of identifying and understanding the 'culture' of the principalship. Fascinating.

*Indicates availability in paperback and the publisher of the paperback edition.